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Improved Regional Education Delivery: Reach for the North Program

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Abstract

This Organizational Improvement Plan (OIP) has outlined the change plan for a problem of practice for consideration of the education mandate at MY-U's multiple regional campuses. The overall goal of this plan is to have increased the availability of academically rigorous courses for our regional students. An assessment of the readiness of several stakeholders allowed for a student-centred focus within the political, collegial and organized anarchy paradigms in which the university organization exists. A strategy is discussed to address issues in the administration and university culture while breaking down silos for the multiple campuses. A new organizational framework is offered with students, faculty members and deans in the centre focus while being supported by multiple campus groups. Regional provision of courses is a complex problem and has many external stakeholders involved such as local communities, First Nation's governments, federal and provincial governments. A new overall transformational leadership model is designed specifically for this institution and incorporates generalized Indigenous ways of knowing. The creation of a professional development education initiative to apprise faculty members about blended learning pedagogy is the preferred solution of the problem of practice due within my sphere of influence. The initiative titled Reach for the North will be piloted then expanded to incorporate more faculty members and programs. This could begin the necessary culture shift to provide better methods of academically rigorous programs for blended education to all students in the north.

Keywords: professional development, culture, silos, problem of practice, multiple campuses, transformational leadership, Indigenous ways of knowing

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Executive Summary

This organizational improvement plan (OIP) outlines a proposed change plan for the problem of practice for the fulfillment of a regional education mandate at MY-U's regional campuses. A strategy has developed to address issues in the provision of higher education for five regional campuses of a small Canadian university. Analysis shows it is not possible to obtain a degree solely from MY-U regional campuses. This hidden truth is an affront to our message to our communities and needed to be rectified. This plan will allow students to complete a credential, a certificate, diploma, or bachelor's degree in arts or science in their community.

Factors under consideration for this 'wicked' problem include distance and remoteness. The five regional campuses are located from 150 to 900 kms away from our main campus and offer a limited number of courses. Our population in the vast geographic area includes over half of the province's Indigenous populations and a higher than the provincial average of first generation students. Additionally, our students tend to be older than the average age of students. Technology issues are common in rural and remote areas as discussed in international literature. Regional campuses generally have documented leadership issues as shown in the literature. A lack of consistency in policy administration and underlying resentment of isolation apart from the main campus can become barriers in effective communication. MY-U has recently decentralized regional programming and given the leadership back to the Chair and Dean responsible for that degree area.

My agency and role at MY-U places me in middle management dealing with teaching pedagogies, technology and professional development. My 20-year background

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in nursing complements my ten years as a faculty member at MY-U. My leadership style is a combination of transformational and servant leadership. I self-identity as a white, middle age woman and consider myself as an ally for Indigenous people's ways of knowing.

Cawsey, Deszca & Ingols (2016) change path model framework was chosen to create an approach to change for MY-U. Hall's concerns based adoption model (2012) provides a way to describe the level of readiness and concerns of the academic support groups. A new organizational framework is considered to guide the change in culture and realign the reporting structures. Faculty members are viewed as one group for this assessment. However, there are varying stages of knowledge adoption relating to experience levels amongst this group. Additionally, the plan, do, study, act cycle of change is integral in tracking the intervention pilot project's change process with each stakeholder. Communication is key to engage stakeholders as well.

Three guiding questions derived from analysis lead to three priorities to accomplish this OIP. Priority One noted faculty members have ineffectual knowledge of pedagogical approaches. MY-U currently has the technology to provide blended teaching, but it has had little uptake by faculty members. The creation of a professional development certificate begins to address this need and supports further consideration into scholarship of teaching and learning research.

Priority Two examines the needed process alignments and adaptations throughout the university systems to improve to include regional campuses. While impacting the Registrar's scheduling and room assignment systems directly, the change process incorporates time to accomplish the needed adjustments. Other areas are also policies and

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processes examining organized anarchy and collegial intertwined models via a political lens allows for a student-centred focus within the political paradigms in which universities exist.

Priority Three is to actualize a positive philosophy about student experience and success for MY-U. The buzz words ‘student experience’ and ‘student success’ can become real goals when examined in the right lens. The new organizational chart demonstrated the academic support groups have many roles but overall these team members can harmonize student success at MY-U. A unique leadership model of wholistic transformation was designed as part of the implementation plan for MY-U based on the intercultural make up of our population.

The change plan begins with a pilot project with a small Faculty group to address these three goals. The professional development program created highlights that show the existing knowledge gaps for faculty members regarding on-line and blended teaching. If the pilot is successful, the program will expand to include all five Faculties. Teaching Center Faculty Fellows, faculty members who choose to share their knowledge and experiences, can be created to mentor others and to engage in research of scholarly teaching. The recent COVID -19 impact has become a catalyst for this change.

The goal and priorities for this OIP are the result of consultations, reviews and theoretical applications and analyses. This is a many-layered ‘wicked problem’ that needs support of stakeholders in order to have innovate thinking and shift the overall culture. MY-U can be the institution reaching for the north and continue to develop successful students, a thriving faculty and prosperous communities.

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Acronyms

AP- Academic Plan

ARM- Academic road map

CT- Centre for Teaching

HE- Higher Education

HEI- Higher Education Institution

IT- Institutional Theory

LPU- Large Provincial University

MY-U- anonymized acronym of the University in study for the OIP

OIP- Organizational Improvement Plan

PoP- Problem of Practice

SOTL- Scholarship of Teaching and Learning

TL-Transformational Learning

TFL-Transformational Leadership

Glossary of Terms

Faculty- Faculty refers to the grouping of programs recently reorganized from the two Colleges into five Faculties

Faculty member- are the tenured and teaching professors of a Faculty (also known as faculty)

Indigenous or Aboriginal: These terms are used interchangeably in this paper and refer to the First Nation peoples in Canada. This includes the Metis and Inuit peoples.

Problem of Practice (PoP): problem of practice is defined “as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.” – Design Concept Definitions, Carnegie Project on the Education Doctorate (CPED), 2016
<http://www.cpedinitiative.org/design-concept-definitions>

Chapter One: Introduction and Problem

Chapter 1 of this Organizational Improvement Plan (OIP) introduces MY-U's (anonymized) organization structure as a small Canadian university and describes the external and internal forces that shape its context. It presents the problem of practice (PoP) to be addressed, provides relevant theory to orient the examining lens and an analysis to further speak to the POP. This chapter outlines a history of the institution and develops guiding questions from a leadership perspective. My leadership style and lens is introduced and framed by my personal attributes, nursing and educational theories. The chapter concludes with a focused vision for change, an assessment of change capacity and the identification of priorities for change.

Organizational Improvement Plan (OIP) Context

MY-U was a dream of the local community from the beginning. The provincial government listened when 16000 citizens gathered and each pledged \$5 to invest in a university for the north. The government departed from the centralized research-intensive provincial university model (LPU) it had previously followed in establishing MY-U in 1990 (Harmsen & Tupper, 2017). Smaller, regional universities could better serve the interests of the communities rather than one massive university in a large city. The land MY-U used to build on had been designated a university reserve in the 1960 by the provincial government (MY-U History, 2019).

The original faculty also had large dreams for MY-U. Their dedication to research and teaching established MY-U as one of the five research-intensive universities in the province. As well, MY-U is placed very high on university rankings of comparable size (Maclean's University Rankings, 2019). Most of the original faculty have remained since

the inception and are now starting to retire. New faculty and administrators have stated in the interview process that they are keen to work within a younger, developing institution. The dream of success for MY-U continues.

MY-U has the classic provincial two-bodied governance style with a board of governors and senate. The president, provost, and four vice presidents constitute the senior leadership council (PEC). Under the provost, the academic areas are organized into five Faculties, each with their own council and dean. Programs in each Faculty have chairs and administrative assistants. Student support units and the Registrar's office are part of a middle management layer reporting to the provost or vice presidents.

Leadership models have been in a change state during short term appointments of three presidents. Each president brought their own expectations and changes to the institution. In one case, the leadership style was a negative transformation or pseudo-transformation (Bass, 2018). This president was characteristically highly inspirational and charismatic however changed dramatically once was in office..

MY-U was already struggling with declining enrollment and deficits. The president was aware he had to make some important financial decisions. President X responded by dictating a massive change in the university budget as well a complete re-organizing of the administration structure, with little to no consultation. He continued to clean house with sweeping firings or reassignment of administrators back to faculty members in order to balance the internal budget. He demonstrated signs of negative transformation as he became exploitive, power oriented and political manipulative, focused on the leader's own ego rather than others' interests or MY-U (Christie, Barling, & Turner, 2011). The board of governors removed him 18 months into his four-year

term. The local newspaper reported the board chair stating “we’ve been unhappy with the way he handled some of those problems” (Freepress, 2008, p.1).

An interim president then led the search for a permanent president. However, the existing understandable pushback to any change after President X was partially responsible to cause President Y to leave before his full term was finished. Stable leadership and trust rebuilding with faculty members and administrators has been slow since this period. The labour environment demonstrates the fragile nature as the faculty members felt they needed union legal status to negotiate fairly with administrators. Faculty members unionized and then held a strike to obtain the first collective agreement. Our current President Z was renewed in his second term and has been leading through the recent labour unrest for a second contract negotiation. He has also dealt with declining enrollment and government budget freezing along with the lack of an academic plan (AP) to inform the direction of MY-U.

The lack of an AP led to competing spending priorities in the budgeting process. This competition results in rifts and mistrust between administration teams and faculty members every year. After two years of consulting with all levels of the university, the provost and faculty members have now finalized an AP with the administration teams. The AP passed Senate in 2017 and effects are slowly being realized. Progress has been made in rebuilding trust between faculty, staff and administrators but it remains tentative. This sets a vision for priority planning for the next 25 years and so no area feels underserved. The AP has been condensed into an academic road map (ARM) document for ease of referring to the plan (Academic Road Map, 2017). Having discussed the history and leadership influences, we will now examine the organizational structure.

Organizational Structure. In considering the organizational structure and culture in regards to this OIP, Figure 1 displays the complex relationships within the organization that are involved. Currently, regional courses are primarily within the professional programs (Nursing, Social Work, Education) which report to a Faculty dean. There is a regional manager, who works closely with these programs in order to deliver courses with regional faculty members, however there is no clear central decision-making person, budget or plan for regional courses as each program has partial control. The Registrar's office is also an important circle to be included as they admits to and audits the degree progression. The recruiting and advising section of the Registrar's office is also important as they aid new and continuing students to navigating their degrees. The programs and the course instructors are the core circles. My role in the Centre for Teaching (CT) is an outside circle that overlaps with other administrative units but supports students' success via faculty support. This circle model demonstrates the complexity of the relationships.

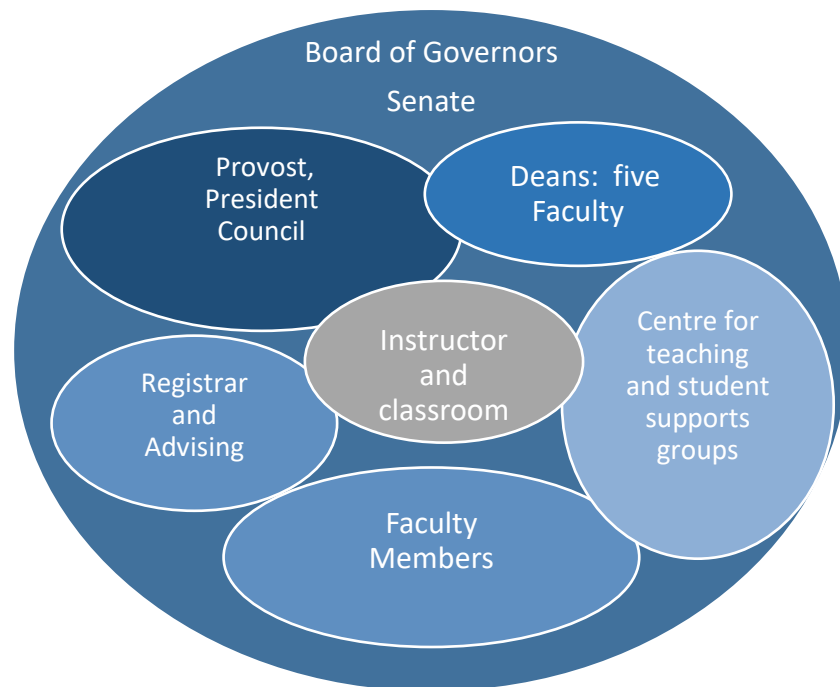


Figure 1. Complexity of levels at MY-U

In examining MY-U institutional culture, Cote and Allahar's (2011) forum model is similar to Bolman and Deal (2017). However, Cote and Allahar focus on the classroom as the central area of exchange (Côté & Allahar, 2011). By centering on the classroom, the focus is centered on instructor/student interactions; then the ripple effects spread out to all others interested in the system (Côté & Allahar, 2011) This is an important distinction in a higher education institution (HEI) interaction and one that is easily forgotten when faculty, administrators and staff have personal investment and careers at stake.

Schulz and Szekeres (2008) provides a view of the intricacy of multiple campuses and organizational structures like MY-U. The image of existing silos in university service areas, academic units and students groups is the reality of most universities (Altmann & Ebersberger, 2013; Kiersch & Peters, 2017). Separating administrative functions into units – “student and academic services, international, property services and divisional or school offices. Possibly there are some less fragmented approaches or, at the very least, some ways of bridging the gaps between the areas” (Schulz & Szekeres, 2008, p.263). This fragmentation is compounded in a multi-campus model (Pinheiro & Nordstrand Berg, 2017). The separate regional campus leadership invites the formation of ‘silos’, and ‘us versus them’ mindset (Altmann & Ebersberger, 2013). Regional campus faculty members often report feeling isolated and unsupported by both administration and support units such as Centre for Teaching (CT) on the main campus.

Two campus managers along with administrative staff currently coordinate the largest regional campuses. Some of the regional campuses are co-located with the local community colleges, which adds to the complexity. Scheduling classes, security cards,

office assignments and access to resources, all require extra steps to achieve. For example, the main doors lock at 5pm at the college, while MY-U has evening classes for courses. Arrangements for a security personnel evening shift was negotiated with the college with costs born by MY-U.

Administrative functions are handled from the main campus and online environments. Regional registrations and scheduling outcomes often conflict with the main campus as regional campuses follow a paper-based system while the main campus has primarily computerized input. The regional chairs are both administrators for their campus who oversee two to three academic programs as well as teach in their own discipline. In short, it is a complex decentralized structure.

Overall, the enrollment numbers at MY-U have been stagnant while costs to provide programming have increased (CUSC, 2019). This impacts the operating budget greatly as funding is partially based on a fulltime equivalent per student. Tuition fees increases are capped by the provincial government at 2% annually.

Another consideration is the requests of Indigenous communities, where it is strongly felt that educators must come to provide education in their traditional ways of knowing and place based learning (Kapyrka & Dockstator, 2012; Little Bear, 2000; 2019; Scully, 2012). Dr. Little Bear (2000, 2019) clarifies that the traditional land is part of the learning experience so travelling to another area outside of the traditional territory is not helpful. Timing around traditional seasonal events, such as hunting is important and counter to colonial schedules for education (Archibald, 2008). Preservation of Indigenous languages is key to cultural identity (Archibald, 2008, Little Bear, 2000, 2019). MY-U has a unique program that leads to participants obtaining teacher certification in their own

language and culture. Then a laddering program assists them to obtain their full teaching credentials for the province. Significant resources are invested in this unique programming.

Examining MY-U institutional history, location and culture provides a foundation to understand the current structure. Metaphors also aid in understanding.

Metaphors for MY-U. Metaphors assist in the meaning-making process of an organization and are a creative tool that can potentially generate new understandings about situations (Morgan, 2006). This tool which is dynamic in nature, aids understanding in shared socially constructed and situated settings (Tohidian & Rahimian, 2019).

First, one can envision the metaphor of a symphony orchestra for MY-U. There are many accomplished musicians (faculty members), set into sections (programs), presided over by chairs and grouped by delivery style (faculties). Overall, the whole orchestra is led by the conductor (provost). Each section has a direct impact on the harmony produced and serves a part of the greater whole (Morgan 2006).

A second metaphor to be considered is that of MY-U as an organism. This portrays organizations as open systems that focus on the human relations and contingency theories from input around them (Morgan, 2006). A living organism such as an octopus with many arms could be envisioned for MY-U. Our relationships with students, faculty members, administration members and the community as a whole guide our praxis and future plans. Each part of the organism works in its respective area to succeed (Morgan, 2006). These two metaphors aid in understanding MY-U's complex body

Values, Mission and Goals at MY-U. The values, mission and goals of an institution help set the workplace culture (Jones, Lefoe, Harvey, & Ryland, 2012). The

provincial government required an academic plan (AP) from the Board of Governors in consideration of the financial responsibility to the taxpayers. In creating the AP, MY-U reexamined the values and goals of the past 25 years and the projected goals for the next 25 years. This plan also moves MY-U to a new level of maturity in the university system.

The academic plan is organized into 3 key themes; Respect, Restructure and Innovate (Academic Action Plan – Final, 2017). From the newly created academic plan, MY-U has several distinct areas that demonstrate our uniqueness from other HEIs. The vision is “to be a destination University, personal in character that transforms lives and communities in the North and around the world” (Academic Road Map, 2018, p.1). The mission statement for MY-U is to “create leaders of tomorrow by influencing the world today” (Academic Road Map, 2018, p.1). The university is setting a goal to be a destination university by 2025 for our 50th anniversary. MY-U’s definition of a destination university is to be recognized and sought after by students and faculty globally for its cultural, academic, and research distinctions. This will be reflected in a diversity of people, ideas, programs, and places at MY-U (Academic Road Map, 2018). In general, as a destination university, MY-U hopes to increase research capacity and recognition on the global stage while attracting students to our distinctive programming. MY-U needs leaders to envision and build towards the AP fulfillment.

However, one high priority consideration is the institutional approach and teaching philosophy recommended practices to move toward decolonization. Indigenization is intended to enhance the university experience for everyone and impacts every level of MY-U. One key area is Indigenous relations and working with Indigenous peoples to overcome negative historical injustices. This process harmonizes with the

institution's overall mandate and mission, and celebrates MY-U as a leader in this area (Academic Action Plan – Final, 2017).

Another purpose of a renewed AP allows for the change in the general mind-set that MY-U is in a growth phase, when enrollment and funding has actually been stagnant for several years. Programs have been trying to hire more faculty to expand course offerings; however, the salaries for new faculty members are not available. A true informed budget with realistic revenue considerations and a defined scope of educational practice will benefit MY-U. As I am a faculty member transitioning to an administrative role, the complexities of academic functioning in an administrative setting have been a learning opportunity for me.

Leadership Lens and Position Statement

Critical for both nursing and education practice is the ability to reflect on and understand yourself. By locating 'self' in our work, the inherent lens and values will be revealed and can be used to inform a change approach (Creswell, 2014). The following section defines my experiences, personality and privilege with insight to my decision-making processes used to inform a leadership and change approach (Creswell, 2014). The following section defines my experiences, personality and privilege with insight to my decision-making processes.

Location of the author. Many Indigenous peoples hold relationality as an important part of personal identity, demonstrating their connection to their land, place and language (Gillies, Burleigh, Snowshoe & Werner, 2014). Homeland and blood relations assist in defining each person's outlook on the world (Little Bear, 2019). An advantage of self-locating is acknowledging the intertwined nature of one's personal and

professional life, self-identity, and values, which cannot be separated from our thinking (Drawson, Toombs, Musquash, 2017).

My nursing training led to a career in the health care system that is experiential for students. I recently retired from my position as Registered Nurse at the local hospice. That position allowed my teaching to stay relevant and allowed me to serve in my local community. My role as a faculty member involved teaching labs and courses as well as supervising undergraduate research students in the School of Health. I also oversaw a fully online Master's degree. Currently my role as interim Director of the Teaching Center (TC) allows me a view of middle management and a broader view of university administration. In the organizational hierarchy, a director is similar to a dean.

Thus, being a female, middle-aged, educated, fifth generation European Canadian settler gives me a privileged lens. I was born in New Brunswick, grew up and lived in Ontario in various cities most of my life. My family and I moved out west and I acknowledge the traditional territory of the First Peoples (anonymized) where we live. I consider my professional practice to be holistic, which aligns well with Indigenous peoples' beliefs. I believe I am developing as an ally of Indigenous people and respect their ways of knowing. My mindfulness of the Truth and Reconciliation Commission of Canada Report and Calls to Action (Truth and Reconciliation Commission of Canada (TRCC), 2015 a&b) in my role supports indigenizing and decolonizing in my institution.

Leadership in different roles takes constant adjustment to the critical lens used to see the world. In my current role, understanding the political and social inequities as well as engaging in different cultures shapes my leadership approaches (Creswell, 2014). My roles as faculty and administrator are fluid in that I have relationships in administration,

with students, as well as across other departments (Branson, Franken & Penney, 2016). This collaboration and communication are vital in MY-U's hierarchy structure and will create and maintain relationships between various student support departments, faculty and senior management. My main role is to assess and deliver professional development in pedagogy and technology for higher education. I often represent my faculty colleagues in committees and governance meetings where the role of teaching is not widely understood.

Guba and Lincoln (1994) define a paradigm as a basic set of beliefs or a worldview that guides research or inquiry. Constructivist and transformative best describe my worldview at this stage of my life (Creswell, 2014; Guba & Lincoln, 1994). Constructivist thinking tries to understand the viewpoint of the subject being observed, rather than the observer to make sense of the context (Morgan, 2007). As a transformative paradigm, I try to advocate for social justice or to balance power inequities in my environment (Kivunja & Kuyini, 2017). In my current role, understanding my own worldview of the political and social inequities as well as engaging in different cultures shapes my leadership knowledge and approaches (Creswell, 2014).

There are indications that such a hybridisation of paradigms may already be happening within higher education, for the student centred view of the POP. There is a need for a more coherent theoretical framework in which to study and direct that process at MYU. The administration and scholarly challenge is to devise arrangements at faculty and institutional levels in which organisational paradigms can coexist and be documented. (Mezirow, 1996) (Hooper & Scharf, 2017)

A person's role within the organization is examined so self-regulation from hierarchical needs can be understood. Dinh and her researchers suggest viewing leadership at the individual level (Dinh et al., 2014). The consideration of this lens allows an examination of the complexity of my roles at MY-U.

Personal traits. I have demonstrated traits as a leader since childhood. I was an only child and this may have assisted in developing assertiveness. Spending more time than average with adults may have taught me negotiation skills. School groups and Girl Guides were leadership-training grounds until I was 18. Pop culture personality and trait testing would show me as a lion; out of lion, otter, dog and beaver (What is your personality?, n.d.). The Meyer- Briggs Test as an ENFP (Myers Briggs Foundation, 2018) or a 'Campaigner' with: "strengths include energetic and enthusiasm, excellent communicator but weaknesses include overthinking things, highly independent and difficulty focusing" (16 Personalities, n.d.). There is some level of accuracy in these descriptions. I can be an enthusiastic, passionate, optimistic leader who likes learning but can get bored easily, and have difficulty with small details and following through on plans (16 Personalities, n.d.). I have always been compassionate to people and animals often putting their needs before my own, which propelled me into a caring profession.

Both nursing and education require self-reflection to engage in professional practice and development on a yearly basis. For nursing, mandatory demonstration of reflection on nursing practice and implementation of a learning plan for the upcoming year is required. I am also an educational leader, reflecting with the aid of a modified version of the Leadership standards for Principals and Vice-Principals in our province to supplement professional practice was a helpful exercise to add to my yearly reflection

(Principals and Vice-Principals in Province Association, 2015). These yearly reflections are useful tools to assess and re-examine your career path and satisfaction levels.

Transformative learning allows the learner to think about their own worldviews and encourages an awareness of the need for self-reflection, evaluation and modification of learning praxis (Sharpe, 2015).

Leadership Style. Educational leadership is an applied field, based on a theoretical platform (Fenwick, 2010). Since beginning my faculty career, I always felt rewarded when my students had the big ‘aha!’ moment. My training as a nurse prepared me to teach individuals around me. An overall goal in health is to empower people to have control over their health choices as many, especially the elderly, believe they have little choice in their treatment but to listen to their physician (Girones, 2015). Nurses can help bridge this knowledge gap. This opportunity to transform and empower lives carried over into my academic teaching.

Mezirow’s (1978, 1981, 1985, 1992, 1996, 1997) extensive writings regarding transformative learning (TL) theory resonate with my research paradigms. TL process probes the term ‘critical reflection’ as key to learning. This body of work helped shape my teaching philosophy through reflection and encouraging student reflection on their learning. This reflection helps to develop efficacy at the personal level (Brock, 2010). Self-efficacy (belief in one’s ability to do something) and if experienced as a group, collective efficacy, can take a team farther than each individual could (Bandura, 1997, 2000, 2001; Sharpe & London, 2015). Mezirow’s (1978) theory developed due to the understanding of potential transformation via the process of self-directed learning to form three revised elements of learning, (a) how to learn, (b) place of learning, and (c) self-

reflected learning (Kitchenham, 2008; Mezirow, 1985). However, this theory does not offer enough aspects that reflect my experiences.

Servant leadership has been in the literature since 1970 when Greenleaf began documenting (Greenleaf, 1970, 1977; Spears, 1996). Servant leadership changes how leaders interact with others, creating mutually dynamic (Greenleaf, 1970). In the last decade, the thinking around this theory changed from a set of prescriptive actions to a descriptive behaviours with a focus on practice (Northouse, 2016; van Dierendonck, 2011; van Dierendonck & Nuijten, 2011). Servant leadership is a holistic leadership approach that engages people so they are empowered to grow into what they are capable of becoming (Eva, Robin, Sendjaya, van Dierendonck, & Liden, 2019). Characteristics of servant leadership may include valuing people, listening, empathy, community building, encouragement, authenticity, awareness, conceptualization, and sharing leadership (Eva et al., 2019; Spears, 1996).

The servant leadership model and characteristics in figure two emphasize the responsibility of the leader to increase the autonomy and accountability of followers while respecting the value of each individual (van Dierendonck, 2011). Research into collective efficacy may change the structures in social cohesion in organizations instead of relying on self-efficacy (Andre & Lantu, 2015; Gearhart, 2019). A servant leader has positive qualities which can increase job satisfaction and increase retention of employees as well as improve efficacy of the group (Hinds, Manansingh, Rubino, Morote, & Ed, 2013).

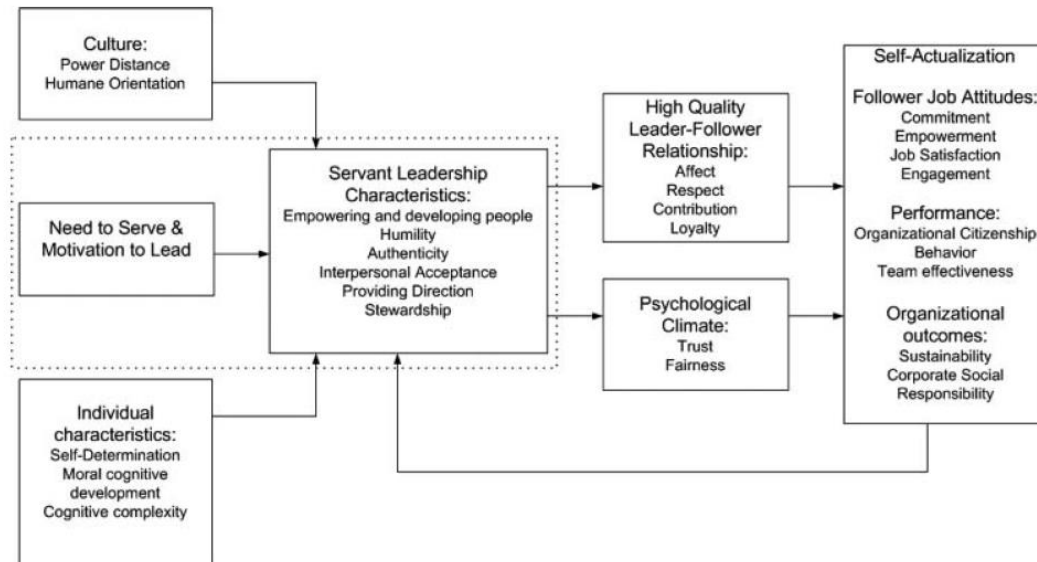


Figure 2. Conceptual model of servant leadership characteristics

From van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, 37(4), 1228–1261. doi/10.1177/0149206310380462. Copyright 2011 by Sage Publishing. Reprinted with permission.

Poutiatine (2009) states leaders must be grounded in a transformational learning theory in order to bring about transformation in practice. This is the link, in my opinion, from self-transformational learning to reflecting and promoting transformation as a leader. Transformational Leadership (TFL) will be the model to bring about change for this OIP. TFL values creativity and problem solving by using a higher level of motivation for success (Bass, 1985). This is needed to rethink and recreate solutions for the regional delivery of higher education for this OIP (Andersen, 2015). TFL sets an exchange relationship between the leader and followers providing direction and motivation for an organization (Deichmann & Stam, 2014). Through the TFL lens, you can define an organizational culture by the leader who teaches people how to examine the culture in the organization and figures out how to work within it (Tierney, 2018).

Effective leaders exhibit attributes such as self-awareness, using up-to-date

information, and the ability to influence others in higher education (Heifetz, Grashow, & Linsky, 2009). Leaders have predominantly focused on transformational leadership models to lead in neoliberal university environments (Randall & Coakley, 2007). TFL has shown a profound positive influence on team effort and satisfaction (Pounder, 2001, 2003). It also enabled the university to manage the conflicting demands of balanced budgets while supporting the needs of the faculty development (Pounder, 2001). A possible limitation of the potential of a transformational leadership style is the focus on the traits and actions of individuals as change agents (Randall & Coakley, 2007). However, TFL is considered to be the most effective in the full range of leadership models (Zacher & Johnson, 2015).

Team innovation is another aspect of TFL that may produce accommodating behavior in team members through a shared commitment to improvement (Eisenbeiss, van Knippenberg, & Boerner, 2008). TFL utilizes exploratory, critical and complex thinking processes and also emphasizes the collective interests of team members to rise above their own self-interest for the advancement of the team (Bass, Avolio, Jung, & Berson, 2003; Eisenbeiss et al., 2008).

Gaps exist between ideologies that value leadership in learning and teaching, mentoring, and celebrating teaching achievements and the neoliberal cultures that only desire metrics or having unclear goals and rewards (Shvindina, 2017). To bridge this gap, encouraging change that allows academics to build leadership and transformational experiences for students is greatly desired (Shvindina, 2017; Hoffmeyer, Sheingold, Klopper, & Warland, 2015).

TFL makes a good model of personal leadership and can be a concept for

administration philosophy at MY-U. Staying with this long-standing, much discussed model is supported by other authors, who disagree with the subsidiary models evolved from TFL (Gardiner, 2011, 2017).

My personal leadership philosophy focuses on enabling colleagues to do their best work by creating respectful and collaborative problem solving. Transformational learning and leadership have been useful in framing my philosophy, in my teaching, my leadership approach and for the future in MY-U (Franz, 2002; Salter, Harris, & McCormack, 2014). A servant leadership lens extends from my role in nursing and also defines aspects of my personal style (Greenleaf 1970; Spears, 1996). As such, my leadership style is a blend of transformational leadership and servant leadership approaches. In my leadership lens, I am a servant leader who uses transformational learning to create lasting transformative leaders in my students, colleagues and friends by being holistic in my relationships. My approach to leadership has been discussed so now we turn to the problem of practice.

Leadership Problem of Practice

A complicated, difficult to solve issue can be labeled a *wicked* problem (Zhao, Wehmeyer, Basham, & Hansen, 2019). An urgent and significant challenge for MY-U is related to the provision of higher education (HE) on regional campuses. This is *wicked* problem has many complicating and competing factors (Buchanan, 1992; Century & Cassata, 2016; Fullan, 2013). The provincial mandate of MY-U includes providing HE to students in a vast geographic area with a low population density that includes over half of the province's Indigenous populations (Local Government, 2017). The small student population of MY-U originates from the local geographical area, with a higher than

provincial average of first generation students, higher Indigenous student population and higher average age of students (CUSC, 2019). MY-U's rural issues are not exclusive as rural health and education issues are researched globally, with many similarities found in Australia and New Zealand for example (Gore et al. 2017; Kannapel & Flory, 2017; Roberts & Green, 2013). The problem of practice to be addressed is the indiscriminate implementation of a regional education mandate on MY-U's campuses. What strategies can be developed to address inconsistencies in the provision of regional higher education in our vast area?

The main campus provides more than 500 courses for 43 programs while regional campuses provide approximately 200 courses for primarily professional programs (Education, Nursing and Social Work) (MY-U Facts, n.d.). It is not possible to complete a Bachelor of Arts (BA) degree fully in regions without having transfer courses from other institutions. The local community colleges can provide university transfer credits for first and second year courses; however, the higher-level courses are difficult to obtain. This seems like a lost opportunity for MY-U to engage students in their communities.

Our campus locations and our small overall size contribute greatly to our challenges. All five regional campuses are located in communities with an average eight hours of driving time from the main campus (MY-U Facts, n.d.). Online class delivery can be complicated by rural internet service that can be unreliable, sub-standard, and expensive. Many communities have inadequate infrastructure to support distance learning (Little Bear, 2019). The high costs of flights and northern road conditions impact faculty travelling to small communities.

MY-U now has the obligation to critically examine operating agendas, evaluate

options, to consider the community needs while weighing potential costs and benefits, before actively reforming in order to engage all involved (Zundans-Fraser & Bain, 2016). These considerations add to the magnitude of the PoP as each requires both provincial and Indigenous (band) government input. Examining sustainable programming and techniques to engage distant learners as well as partnerships with local school districts and community colleges can possibly be explored as part of understanding the complexity of the PoP.

Framing the Problem of Practice

Leadership models at MY-U have been in a constant state of change with different presidents. The current President prefers to have an adaptive leadership approach, as he organizes and challenges others to tackle tough challenges. For example, in a senior leadership meeting, he set a challenge question to the participants. The scenario was to discuss how could this question be solved and what would it take to accomplish it in 15 minutes. He provides the sky-high view while others create the steps to accomplish the goal (Heifetz, et al., 2009). MY-U's President likes to 'get on the balcony' and uses his personal charisma to motivate (Heifetz, 2000; Northouse, 2016). A huge accomplishment is the Academic Plan (AP). The Senate passed the AP with a herculean effort one year ago. The AP influences are being seen slowly with improved agreement on institutional priorities for budgeting, for example. The large AP has been summarized to the one page academic roadmap (ARM) for ease of discussion and quick summary of priorities (Academic Action Plan – Final. (2017); Academic Road Map 2018).

Multi-campus universities like MY-U result from new campuses (geographically

spread) initiated by an institution usually located in an urban area (Pinheiro, Charles, & Jones, 2017). Animosity between multi-campus of an institution is not uncommon and is documented in literature (Madikizela-Madiya, 2018). Multi-campus institution staff frequently demonstrate resentment toward the main campus for the strong managerialism or neoliberalism demands of the regional campus employees, including substantial evidence of accountability via metrics and quality assurance measures (Madikizela-Madiya, 2018; Pinheiro, et al., 2017, Pinheiro & Berg, 2017). Main campus decisions of ‘one size fits all’ irritate regional staff who have exhibited differences in resources or cultures or that these campuses are not considered in decision making (Madikizela-Madiya, 2018). Silos of university service areas and academic units exist and in turn, fragment overall services on campus (Schulz & Szekeres, 2008). Regional campus staff and faculty complain about the lack of support units such as TC, advising, and academic student help units at MY-U main campus (Madikizela-Madiya, 2018). For a regional manager who also is a faculty member, remoteness, purchasing procedures, and supplies delivery are additionally difficult for the regional university campus managers.

PESTEL analysis of MY-U. The following section will be an analysis of the external forces affecting MY-U. Using this acronym: PESTEL: political, economic, social, technological, environmental, and legal external pressures of MY-U will be presented (Sammut-Bonnici & Galea, 2015).

Political. The provincial government sets the mandate for higher education institutions with several foci. The ministry mandates the provision of higher education content that reflects the employment needs of the communities (Government of province, 2018). The local economy is enriched by producing trained and educated workers as

businesses can flourish and attract new people to the region. The one large provincial university (LPU) model also hampers development of programming for MY-U. For example, in requesting a professional program based in our area to supply much needed health professionals, the Ministry approved a satellite program run by the LPU. Critics of this plan state the rural and regional differences will not be recognized in the curriculum as ‘one size fits all’ does not work in rural education (Hunt-Barron, Tracy, Howell, & Kaminski, 2015).

Indigenous political forces. Colonization occurred and is still happening around the world, not only with Canadian Indigenous peoples. Mbembe (2016) writes about decolonization from his African perspective in an education lens. He suggests that “to decolonize because it is deterring students and teachers from a free pursuit of knowledge and to reverse this tide of bureaucratization of the organization” (Mbembe, 2016 p. 30).

European settlers brought colonization to Canada. Settler institutions and ways of thinking differ from the traditions and ways of knowing of Indigenous peoples. Canada’s residential school system for Indigenous children became an education system in cultural re-education and a historical wrong (TRCC, 2015a). Scholars termed this a cultural genocide as Indigenous language and culture as well as family ties were lost as children were away from home for long months (TRCC, 2015d).

In 2015, the Truth and Reconciliation Commission released their findings relating to families directly or indirectly affected by the legacy of the Indian Residential Schools system. The 95 Calls to Action have specific calls to education to decolonize came out of the report and for all to recognize reconciliation is not an Aboriginal problem; it is a

Canadian one (TRCC, 2015b). Virtually all aspects of Canadian society may need to be reconsidered, including education in order to decolonize our colonial thinking.

By decolonizing knowledge and the pursuit of knowledge, we become more aware of different ways of knowing. This aids in removing barriers noted in the Call to Actions that would better accommodate our Indigenous students. In our current system, the student becomes the consumer of educational commodities, primarily courses credits, certifications and degrees instead of knowledge makers and holders in their community (Mbembe, 2016). As researchers and scholars, this additional knowledge and lens will enhance our learning. This is an enormous consideration for MY-U leadership and the design for programming for our institution.

Economic. Bótas and Huisman (2012) found governments have used their mandate to sway and direct decision-making processes of higher education. By using influence/manipulation indirectly to influence mediating costs of higher education (HE), the government appears to be creating a better society and maintaining fiscal responsibility to taxpayers (Austin & Jones, 2016). However, there is no perfect single model for each individual institution nor financial policy (Bótas & Huisman, 2012).

Changing the economic theory and policies of funding higher education can impact not only the middle-class students but decrease the disparity between socioeconomic backgrounds for Indigenous and lower social-economic level students (Lasher & Green, 2001). Having lower tuition enables all students to plan and incorporate HE in their plans and thus adds valuable life goals to HE learning. Society benefits from the re-empowerment of Indigenous peoples and the additional rich culture to the fabric of our campus, communities and overall society. Additionally, the federal government has

announced \$815 million in support of Indigenous HE (Delivering on Truth and Reconciliation Commission Calls to Action, 2019).

As well, MY-U is experimenting in expanding into the newer, costlier, online and blended learning (Vlachopoulos & Makri, 2019). Many feel online delivery is cheaper and the answer to budget crises; however, research has demonstrated online may be more costly due to added preparation time (Rumble, 2001).

Social. As previously discussed, the delivery of higher education in the First Nations communities' location remains of great importance (Scully, 2012). Requiring students to move out of their community to student housing may be redolent of residential schools and traumatizing to students and families (Little Bear, 2019). A new model of student housing at the main campus and delivery of HE to the communities needs to happen in order to restore trust (Singson, Tachine, Davidson, & Waterman, 2016). In addition, this approach could also allow students to begin study comfortably in their home community with the colleges before moving to the 'big city' to go to university (Kannapel & Flory, 2017). This has been examined in research as an effective way to engage isolated students and promote learning communities (Kannapel & Flory, 2017).

Technological. The CT is the centre for teaching at MY-U. The provincial government Freedom of Information and Protection of Privacy Act (FIPPA) is the strictest in Canada and governs all software usage (Government, 2019). HEIs are restricted to having Canadian only servers for information. Most large software products have data storage in the United States. The US has more liberal laws regarding the use and viewing of this data and that prevents us from using them. This complicates and

inflates prices for software to run the Registrar's office, learning management systems, video conferencing and student records. Arrangements between the provincial research universities are being made to share software licenses and hosting infrastructure.

Using technology for blended/ distance delivered lectures in classes with a community coach/mentor model has been very promising at MY-U, when internet and infrastructure is available. Currently, situations exist in remote communities where cell service and internet connectivity is isolated to only the Health Unit of the community. Due to the lack of infrastructure, not all communities are technically 'savvy' (Ruimy, 2018). This digital divide is an ongoing concern in the North because economic, cultural, and social possibilities of individuals and First Nations depend on their ability to use digital technologies and participate in the information age (Haight, Quan-Haase, & Corbett, 2014; Ruimy, 2018). Many population areas within Canada need to have increased internet access as higher levels of education are associated with greater rates of internet access and experience with activities online (Haight, et al., 2014).

Environmental. MY-U is a research-intensive university and recognizes the role it plays in sustainability and environment research as one of the key pedagogies of the Academic Plan (Academic Action Plan – Final, 2017). We strive to be a 'green' university with research-based practices informing buildings and operations. For example, the university has invested in a sustainable wood heating system for our main campus and continues to support research in this area. MY-U is also constrained economically due to the winter weather and long nights increasing our utility bills. Thus, thinking of our distant campuses, sustainability of travel for students and faculty is a sizeable consideration for programming in the regions. Our Indigenous community

members also bring a holistic environmental approach that connects the land to learning to enrich our pedagogy as well (Littlebear, 2019).

Legal. A very large legal consideration in light of our local communities and population is the Truth and Reconciliation Commission of Canada Final Report and the Calls to Action (TRCC, 2015 a; 2015b). Every publicly funded institution is required to adopt the Calls to Action that affect them; # 6-12 for Education, 62-65 for HE (TRCC, 2015b). As noted, the burden rests on the HEI to enact these changes and be able to demonstrate what has been accomplished.

Copyright laws have been changing dramatically and court cases have been challenging the way we protect copyright for HEI's. The Canadian Copyright Act states that fair dealing for the purposes of research, private study, and education does not infringe copyright (CAUT, 2013). While the Act lists these allowable purposes, it does not actually define fair dealing. In the absence of a definition, Parliament has assigned Canadians the task of determining if the reproduction of a work without permission or payment is fair (CAUT, 2013). Canadians, assisted by the courts, have developed and codified practices of fair dealing (CAUT, 2013). This is a very large legal concern as the HEI and individual faculty members can be fined heavily for non-compliance.

As mentioned in technology section, MY-U must ensure that a software provider has a Canadian server for informational storage so that personal information does not leave Canada and MY-U employs staff to assist in this documentation. This restricts our usage of cloud-based software, third party applications as well as increases the costs of software and services dramatically.

The PESTEL analysis demonstrates external factors that must be considered when

creating a plan for change. Internally, the AP and ARM set the priorities for change for the HEI in consideration for the OIP. The following is a discussion of guiding questions to consider for this OIP.

Guiding Questions Emerging from the Problem of Practice

Using a macro, meso and micro level of view of MY-U is useful for developing guiding questions for the OIP. Recognizing characteristics of organized anarchy in the university organization may benefit in the examination of the PoP (Sporn, 2006). For consideration is the intermittent participation of faculty members on decision-making committees. Faculty have short commitment times for university service and that introduces unpredictability and complexity in those processes for an institution (Cohen, March & Olsen, 1972; Christiansen, 2011). Having multiple sites and multiple delivery methods of HE has unique organizational perspectives and many latent areas for expansion. The following discussions are based on my level of experience, agency and in the literature.

Macro level. Globalization and neoliberalization are intertwined critical issues as public HE faces dual challenges of competing globally while simultaneously providing education within their mandates (Jones, et al., 2012). Neoliberalization is turning education into a “service industry” (Lo, 2017 p. 762) or a business model with students being regarded as consumers and commodities (Levin, 2005). Gleason in 2004 was already showing a trend that students are increasingly becoming online learners. As well, the numbers learners over age 40 online are substantially increasing. Institutions are also expected to engage in business partnerships to enhance research and commercialization of findings to reinvest in the economy of the local community (Jongbloed, Enders &

Salerno, 2008; Maton, 2005). This is a vast departure from a public university's historic mission for knowledge and societal improvement (Maassen & Stensaker, 2011). A question then arises; what is the financial investment needed to increase the regional campuses' engagement, enrollment and sustainment of programming?

Meso level. In light of the current centralized system of regional delivery and the urgent need to increase enrollment re-positioning of the current regional campus operations may be necessary. This will support the nature of higher education and revolve around research, teaching and service (Manning 2018). Expanding into the newer online and blended learning along with blended online/in class hybrids may decrease the need for multiple instructors for classes, as students have access remotely. By giving the regional campus programs and course responsibilities back to the programs that teach them, Regional Operations will be reducing the 'middleman'. This may increase clarity of the issues facing the regional campuses when overseen by the Chair of the faculty. Clarifying the fragmented approaches and procedures, and bridging the gaps between the areas would also be a positive outcome (Schulz & Szekeres, 2008). MY-U currently has the technological infrastructure to reach regional students with online courses but lack an impetus for faculty to teach in such a way.

Processes within the system also need to be examined for potential streamlining. For example, changing purchasing processes to have a proposed central record of the technology or software used by Faculties or research teams. This record could provide synergies and collaborations for resources preventing a potential waste of resources.

A guiding question arising from the meso level of assessment would be what are the infrastructure changes needed to support increased regional delivery of programming?

Micro level. The PoP can be viewed via the MY-U research culture, teaching, and success of students. As well, MY-U is experimenting in expanding into the newer, costlier, online and blended learning (Vlachopoulos & Makri, 2019). Many feel online delivery is cheaper and the answer to budget crises; however, research has demonstrated online may be more costly due to added preparation time (Rumble, 2001). By using evidence-based practices for teaching and learning, and developing a culture of valuing the scholarship of teaching and learning, we can equip our students for lifelong learning. Raising student enrollment via the regions and online teaching is one justification for this POP. Students in small communities might not have any other opportunities and MY-U is positioned to provide HE for our area.

A challenge for MY-U is to increase awareness and participation in a culture dedicated to the research into the scholarship of teaching and learning (SOTL) (Chick, 2018; Miller-Young et al., 2017). Improving the general culture and allowing ‘ownership’ of the courses under each Faculty in decentralized regional programming could be a way of organic leadership leading to improved outcomes. Thus, how do we build a culture of confidence in instructors, students and community leaders to deliver in a blended method?

Summary. Three guiding questions can be coalesced from the needs of MY-U to shape the OIP. These questions provide a basis for a vision of change unique to the MY-U organizational culture. By using the macro, meso and micro lens, attention to complex themes in the organization can be examined. The questions are:

- What is the financial investment needed to increase the regional campuses’ engagement, enrollment and sustainment of programming?
- What are the infrastructure changes needed to support increased regional delivery of programming?

- How do we build a culture of confidence in instructors, students and community leaders to deliver in a blended method?

These guiding questions will be expanded upon in this work in subsequent chapters. Next I will examine selected theories and frameworks for a basis of change via a leadership lens.

Leadership-Focused Vision for Change

The leadership-focused vision for change imagines a future state at MY-U that includes higher education provision that improves capacity building across campuses that meet diverse and changing student needs and expectations. This section investigates institutional theory in relation to MY-U, and devises a framework of organizational thinking. Vision and strategy are valued in institutional theory and are useful when they attempt to specify and prescribe the ultimate goals (Cawsey, Deszca & Ingols, 2012). The past work for the AP and ARM are valuable to direct this change for MY-U.

Institutional Theory. Institutional theory (IT) is based examining social structures and considering the processes by which rules, norms, and routines, become established as guidelines for social behavior (Scott, 2005). Institutional theory by definition allows the explanation of actions of individuals and groups within higher education (Cai & Mehari, 2015). Institutional theory ideas were emerging as MY-U was being established in the 1990's as a public university (Bealing, Riordan & Riordan, 2011; Dimaggio & Powell, 1983; Scott, 2005). Present-day IT has a wide range of scholars across the social sciences to examine systems ranging from micro interpersonal interactions to macro global frameworks (Scott, 2008).

IT examines how institutional norms and routines are created, communicated, adopted, and adapted over time (Scott, 2005; 2014). This theory is often referred to by

three pillars; the regulative, the normative and the cultural-cognitive (Debroux, 2010; Scott 2005). The regulative pillar is formal and legal, while the normative one includes general attitudes present in societies (Scott, 2008). When societal expectations and attitudes are largely shared, these are gradually internalized by individuals and become accepted as the norms everybody is encouraged to conform to, for example, seatbelt use or non-smoking areas. Institutions give stability and predictability to social behavior. For HEI, external and internal pressures can be exerted by institutional constituents, such as the province, professions, interest groups, public opinion and accreditation mandates (Scott, 2014). Cultural-cognitive elements can be thought of as the institutional culture and history makes strategic responses and change literally “unthinkable” (Scott 2005).

This theory predicts that universities will respond to political pressure by engaging in restructuring and streamlining operations (Bealing, et al., 2011; Scott, 2014). MY-U has begun this process in realigning the academic structure, planning to decentralize the budgets to the new deans as well as actively recruiting more students (Academic Reorganizational Plan, 2019). Thus, MY-U governance portrays the effects of social rules and norms on the university environment (Austin & Jones, 2016).

The founding president and board of governors understood that the university had to be aligned with the local community and provincial government expectations to succeed. Institutional theory also predicts that universities will be transforming as needs change (Bealing, et al, 2011). Coercive isomorphism (Pizarro Milian, Davies, & Zarifa, 2016) is apparent as the provincial government included the need to report a skills gap plan, in alignment with priorities of the Skills Blueprint government initiative, in our yearly mandate letter (Government of province, 2018). These government additions to the

mandate represent a change of control that could be included in the broader debate on university governance that has emerged over the last 15 years in the social sciences (Capano, 2011).

Universities need to change, and turns attention to theories of organizational behavior to suggest that such phenomena as institutional isomorphism relates to the LPU model (DiMaggio and Powell, 1983). However, normative isomorphism is more applicable at MY-U as it uses the faculty member's professional beliefs such as collegiality, academic freedom and professional autonomy, and respect for these beliefs are well established at MY-U (Austin & Jones, 2016; Li, 2012).

A graphical depiction of institutional theory demonstrates the position of actors, organizational fields, and societal models in Appendix A. This diagram has been adapted to demonstrate the layers impacting the forces involved in the PoP and OIP at MY-U (Austin & Jones, 2016) and shows the organized anarchy within the system (Cohen et al., 1972; Manning, 2017). In higher education, the dichotomy of being characterized by having institutional autonomy while having systemic assessment and evaluation of universities' performance to the government satisfaction can be perplexing (Capano, 2011).

In general, to become a destination university, MY-U hopes to increase research capacity and recognition on the global stage while attracting students to our distinctive programming. The CT is envisioning an increase in pedagogical discussion in many areas but especially with regional and distance education delivery to aid in reaching this goal. Thus, a coherent organizational thinking framework in which to base and direct process at MY-U follows.

Doyle and Brady (2018) encourage a blended model to be designed for an individual organization as ‘one size fits all’ does not work. Based on my experiences, the best description of an organizational thinking framework for MY-U is a hybrid of collegial, political and organized anarchy, which fits with the symphony metaphor (Doyle & Brady, 2018).

Hybrid Organizational Framework. Literature results are showing that a hybridization model may already be emerging within higher education. However, there is a strong need for a coherent framework in which to understand the societal norms for IT and direct process decisions at MY-U. An administrative and scholarly challenge is to devise provisions at faculty and institutional levels in which organizational paradigms can coexist and be documented. Doyle and Brady (2018) found that managerial practices are not replacing academic processes but are blended and intertwined in some way so that managerial and collegial models of decision-making may not always be in conflict. In addition, by examining these intertwined models via Baldrige’s political lens as well (Baldrige, 1983; Alleman, Allen & Haviland, 2017), it allows for a student-centred focus within the political paradigms in which universities exist. Baldrige (1983) speaks of the student viewpoint as universities are primarily a client serving institution and proposed the political model as a means to draw connections among all involved (Browne & Rayner, 2015).

Researchers are reviewing trends that have a strong impact on governance and administrative outcomes. Their opinions support the need to rethink the MY-U organizational system to ensure long-term functionality (Sporn, 2006). Such research trends include information technology usage, professionalizing of administration

(business models) and the rethinking of a European/colonial model of knowledge acquirement (Sporn, 2006). However, dedicated researchers are needed to succeed at goals; balancing work autonomy, peer evaluation, intellectual property, loyalty to their school of thought and administrative conflicts, all of which involve the collegial model (Baldrige, 1983).

Historically, a collegial organizational structure was built by placing independent thinkers diametrically opposed with organized schools of thought in order to create disciplines of thinking (Alleman, et al., 2017, Manning, 2018; Morgan, 2006). Traditional elements such as self-governance, peer review, academic freedom and tenure are facets of the collegial model that are now creating constraints in modern higher education administration and leadership (McCaffery, 2019). There is a demonstrated need for reconsideration of traditional academic roles and a move to view leadership as ‘fragmented phenomenon’ within competing models (Alvesson & Sveningsson, 2003, p. 985). The collegial model remains important to MY-U faculty but is losing ground to more neoliberal and goal-attaining administrative models in administration (Pennock, Jones, Leclerc, & Li, 2016).

Cohen, March and Olsen’s (1972) theory of organized anarchy also describes the complicated nature of higher education institutions. Anarchy is not defined by chaos and disorder but is community, mutual respect and cooperation which is reminiscent of the collegial model (Cohen & March, 1986; Manning, 2017). It is also known for unclear technology and fluid participation of members in opposition to traditional decision making theory (Eisenhardt, 1992). This theory provides a multi-perspective lens for faculty, administration and students that aligns with the complexity of realities and

perceptions throughout the MY-U organization (Levin, 2005).

Organized anarchy perspectives impact effective university leadership by accommodating competing institutional goals and ultimately, the students and the society which higher education serves (Astin & Astin, 2000). In viewing the institution and regional campuses, organized anarchy overlaps with the political and collegial models. By using the strengths of each model, a hybrid for MY-U can be created. This allows for positioning educational leaders for adaptability to change instead of waiting for top down direction (Uhl-Bien & Arena, 2018). This also distinguishes the theory from more rigid organizational approaches and is thus adaptable for MY-U.

To conclude this section, an overview of institutional theory it relates to MY-U was provided. A proposed hybrid organizational framework to be a lens to view the change ability of MY-U was also examined as a foundation to assess change readiness.

Organizational Change Readiness

Change is difficult to envision, but the factors can be described by multiperspectival frameworks (Brown, 2013). In a broader view, the change drivers at MY-U are not clearly identified or understood. Whelan-Berry and Somerville (2009) present a managerial perspective and provide a top-down view of leadership and decision making in that change drivers result from leaders' change related actions due to the formal power and authority that leaders have in the organization" (p. 183). Kezar's (2018) perspective is that allowing anyone in the organization to become a change agent to contribute to and help create change allows change throughout the organization at different levels. This relationship between change drivers, the steps in a change process, and the discussion of how change drivers differ in terms of their effect demonstrates how

conversations with stakeholders are critical for success (Shvindina, 2017; Whelan-Berry & Sommerville, 2010).

Trow's massification framework (1970, 1999) provides a means to clarify the key issues in the definitions of higher education systems with the changing nature of the elite form of university to the massed and accessible. Several aspects of this framework represent challenges for MY-U such as the increased shared governance of MY-U, as well as the curriculum and instruction formats becoming more flexible or semi-structured (Trow, 1999). The overall vision of the higher education type that MY-U aspires to be depends on the lens. Senior administration wants MY-U to be a 'destination' university with high standards for admission while other socially minded faculty and staff want to make MYU openly accessible and broadly attended. This evolutionary transformation is resisted by older faculty and stalwarts of academic discipline who view this as 'watering down' of academia (Wilkens & Minssen, 2010). In order to explore these areas for change, identifying change factors are necessary.

Context model. The context model framework provides layers of examination for change agents. Starting with the outer rim of "social, political, and economic factors, followed by external stakeholders, then institutional context for HEI and lastly the inner circle of institutional culture" (Kezar, 2018, p110), I will highlight areas and examples for MY-U.

Bolman and Deal (1986) created the four-frame model for examining the organizational culture; however it can also be applied to the external pressures of the university. The structural frame can be based on the mandate set out for MY-U by the government and the specifications of research and academic demands. The human

resources frame can be cast broader to the parents, and communities seeking trained workers (Bolman & Deal, 2017). While parents want reasonable costs for education, the province demands fiscal responsibility of the public money to run universities while having demonstrable outcomes (Woolley, 2018). The political frame represents the inter-university/college agreements, partnerships and competition for students that exists in today's system as well as provides advocacy for the HE system. Symbolically, the ingrained societal expectation that everyone needs a degree is another pressure that both the government and universities need to balance (Bolman, & Deal, 1986; 2017 ; Li, 2012). This model allows for the separation of external factors which can then be considered more effectively in change planning.

Shared governance guards against, for example, the abuse of power as it ensures that multiple voices are consulted and provides a forum for discussion and breaks down the silos (Pearce, Wood, & Wassenaar, 2018). Shared governance can use the organized anarchy theory to adopt a more fluid, organic approach to change to make a shared leadership model (Buller, 2014; Kezar, 2018; Pearce et al, 2018). Power actually increases for contributors in a shared leadership both collegium and administration while non-contributors lose power (Pearce et al., 2018). This ties back to Trow's massification framework as well of the type of institution and governance MY-U currently has.

Bringing change and challenges to MY-U. Several leadership strategies can be utilized in enacting change at MY-U. Given the current organizational context, the degree of required change, and the institutional history, regional delivery must become a focus. The faculties need re-cultivation of creativity, problem solving, innovation, and entrepreneurship that once existed (Buller, 2014). Transformational pedagogical change

is required including use of technology for faculty members while newer ideas like universal design for learning principles enacted in each course may increase the needed success of Indigenous students (Buller, 2014; James, 2018).

Buller's idea of organic leadership resonates as a realistic approach to solving problems in HEIs. The quote “if you want to improve an outcome, don't spend your time thinking about the outcome itself. Spend your time improving the culture that produces the outcome” exemplifies my goal for the overall culture change at MY-U (Buller, 2014, p. 217). Cuban states, “economic, social and demographic changes create turmoil, [...] and particular values receive renewed attention and get translated into policies and programs...” (Cuban, 1990, p. 8). In MY-U with distant campuses, the demographics and realities of these communities can be very different. In shifting the regional control back to the Faculties, different problem-solving techniques will alleviate the *one size fits all* solution that can occur. As such, uneven external pressures affect the necessity to change existing programs and services, often due to financial reasons or community pressure.

Defining how to measure change is also a leadership quality. Planning and deciding changes that could result in specific improvements that are measurable, visible, and lasting is a way to ensure progress (Langley, Moen, Nolan, Nolan, Norman, & Provost, 2009). Reexamining the change outcomes are also key to implementing a successful change as described in the model of improvement (Langley et al, 2009). This model is a good conversation starter for the interested parties to discuss the various needs. These conversations will also involve more people and may present new and emerging potential for change that was not considered previously and use organic leadership or active research style.

From a faculty collegiality viewpoint, conceptualization of change is anxiety provoking. Schein (1999) identifies five types of learning anxiety that may arise in response to change. Two of these, the fear of loss of power and fear of temporary incompetence are the major anxiety issues that are never spoken about but are present in change conversations at MY-U (Schein, 1999). Fear of loss of power will be a huge concern for the regional campus administrators who understand the current hierarchy that will undergo major change. Fear of the loss of uniqueness of the community programming is also a possibility. Secondly, change of the pedagogical and technical delivery methods will cause a temporary incompetence of all involved until they are mastered (Schein, 1999).

Challenges. Leadership models and constructs have changed the way organizations look at employees and students in order to have increased accountability (Hofmeyer, Sheingold, Klopper, Hestor, & Warland, 2015). Building trust in Indigenous communities to work with us will be time consuming, expensive but fruitful. As MY-U continues to examine decolonization of the institution, consultations with Indigenous governments will impact the delivery of HE in our area.

Financial oversight limits the expansion of academic programming such as Fine Arts or Music. The government demands the outcomes of higher education be marketable and needed job skills in order to increase students' earning ability overall (St. John & Paulsen, 2001). Regional delivery is expensive and increases the financial expenditure of MY-U. The government investment into higher education is significant and limits all universities to a yearly 2% increase cap in tuition and fees (St. John & Paulsen, 2001). This affects the allocation of resources and budgeting within MY-U as wages and costs

climb much faster than 2% (Lasher & Greene, 2001).

The future change is difficult to envision, but the factors can be described by multiperspectival frameworks as discussed (Brown, 2013). In a broader view, the change drivers at MY-U are not clearly identified or understood. perspective is that allowing anyone in the organization to become a change agent to contribute to and help create change allows change throughout the organization at different levels. This relationship between change drivers, the steps in a change process, and the discussion of how change drivers differ in terms of their effect demonstrates how conversations with stakeholders are critical for success.

Conclusion

Change is hard. Even the most enthusiastic change leader can get bogged down in the details or slow progress of change as evidenced by our past presidents (Birasnav, 2014). After reflecting on my educational practice and leadership role at MY-U, the examination of the organizational needs that emerge are complex (Dinh et al., 2014). My leadership style combines transformation with servant aspects to bring out the best in people. Institutional theory gives three pillars in which to align our change processes for success (Scott, 2014). Working within a hybrid of collegial, political and organized anarchy lenses may allow the symphony of MY-U to create beautiful transformations

In general, to become a destination university, MY-U hopes to increase research capacity and recognition on the global stage while attracting students to our distinctive programming. Increasing student academic resilience and aligning with the government's skill plans can potentially benefit our regional students, making them 'for the north' like the 16000 original My-U petitioners hoped.

Chapter Two: Planning and Development

As discussed in Chapter One, the need for recognition and respect for the traditional lands of our Indigenous communities provides a complex but rich opportunity to educate alongside Elders in their communities (Zundans-Fraser & Bain, 2016). Several potential avenues for engagement arise, including local Indigenous communities for language revitalization programs, and professional programs such as education, business and nursing preparation in community spaces. Increasing flexible distance programs to capture ‘mature’ or adult students would also benefit our communities. Rethinking the ‘continuing education’ programming for anyone who wishes to pursue higher education and expand on their career development would be helpful for businesses and residents. Also for consideration is how to expand into international markets and what the role of MY-U could be in that area.

Chapter two focuses on planning and development of the change for this OIP. Included is a transformational and servant leadership context that considers the perspectives and resilient aspects of institutional theory (Greenleaf, 1977; Scott, 2005) combined with organized anarchy theory (Cohen, 1972). Cawsey, Deszca and Ingol’s (2017) Change Path Model serves as the primary framework for leading the change process and why it was selected. It is accompanied by McKinsey’s 7-S framework (Ravenfar, 2015) which examines MY-U by identifying and assessing the barriers and gaps in order to determine what needs to change. This chapter outlines possible solutions to address the challenges regarding provision of higher education delivery across campuses beginning with individual needs and scaling to organizational levels to encompass all stakeholders at MY-U. Chapter two concludes with ethical considerations

concerning leadership. This chapter reviews preparation of the potential organizational and leadership change and what is needed in rethinking regional delivery.

My role as scholarly practitioner leader is to propose leadership and organizational change opportunities to move MY-U forward in the academic plan (AP) from the Centre for Teaching (CT). The PoP for consideration is the fulfillment of a regional education mandate at MY-U's satellite campuses. What strategies can be developed to address inconsistencies in the provision of regional higher education?

Leadership Approaches to Change

Organizational change is not just the implementation of an application, technology, or process. Change involves moving the people, progressions, and culture that are the core of the overall organization in new directions. Perhaps moving in directions no one foresaw or in directions that would be difficult or impossible to implement (Napier, Amborski, & Pesek, 2017). Change also involves new behaviours, processes, and technologies by the stakeholders, the people who actually conduct the day-to-day business processes and usage (Napier et al., 2017). Doyle and Brady (2018) suggest a blended model for an individual organization as *one size fits all* does not work.

Traditional aspects of the collegial model such as self-governance, peer review, academic freedom, and tenure are now creating constraints in modern higher education leadership (McCaffery, 2019). The collegial model remains central to MY-U faculty culture but it is losing magnitude and relevance to the more neoliberal and goal-attaining administrative models. Ideals such as unassailable tenure are being challenged by administration members who disdain the collegial aspects (Bruce, 2019). This dichotomy supports a blended model between faculty members and business unit as administration

conflicts can impact the collegial model (Baldrige, 1983).

Through an organized anarchy theory lens, changes of higher education provision at MY-U also revolve around research, teaching and university service (Dibella, 1992; Manning 2018). Research funding has its own principles and measures of success for faculty members and is becoming increasingly difficult in today's fiscal realities (Berg, 2015). The exponential rise in the scholarship of teaching and learning (SOTL) gives to another facet of research that has been not recognized or appreciated in tenure applications (Simmons et al., 2013). Non-tenured instructors are increasingly replacing the traditional professors and they are not hired to conduct formal research, which could be an issue in their career advancement (Millar-Young et al., 2017). University service is a very broad range of activities. Serving on university committees can allow leadership opportunities and direction of policy but takes away from necessary research and teaching. So again, using a blended approach engages more change agents.

Changes should be made throughout the organization at various levels, allowing anyone to become a change agent to contribute to and help create change (Kezar, 2018). This relationship between change drivers, the steps in a change process, and the discussion of how change drivers differ in terms of their effect demonstrates how conversations with stakeholders is critical for success. Kezar (2001, 2018) promotes several features that need to be considered to ensure a supportive model; interdependent provincial and government organization, academic culture, organized anarchical decision-making, faculty tenure, shared governance and multiple power and authority structures. Normative isomorphism is applicable in this case as it uses the faculty's professional beliefs such as collegiality, academic freedom and professional autonomy

and these are well established at MY-U (Austin & Jones, 2016).

Situations like MY-U regional programming make it easy to assume a top-down decision-making structure with an authority figure(s) to guide the work (Chrislip, Arensdorf, Steffensmeier, & Tolar, 2016). As this discussion shows, this model is not effective in creating long term change. Leadership can be defined in terms of characteristics and behaviours that provide a clear vision, grows ethical relationships, and trustworthiness, not be prescriptive in nature (Avolio, Gardner, Walumbwa, Luthans, & May, 2004). Fluid participation of faculty members on and off governance committees introduces unpredictability and complexity in decision making but their participation is essential to ensuring trust in order to alleviate anxiety and uncertainty through the change process (Madikizela-Madiya, 2018).

Ensuring the voice of faculty members is indeed important and is supported by social capital research (Fullan, 2016). Investing in the development of people will bring about a richness of ideas and solutions to problems if faculty are empowered to do so. Fullan (2016) describes focusing on shared goals and connecting professional development to enhance those goals. All good leadership is a judicious mixture of push, pull, and nudge (Hargreaves & Fullan, 2013). Faculty who are knowledge creators, researchers and instructors, need to be moved forward to not lose sight of the impact they have on students. Collaboration, along with recognizing varying career pathways informs the tenure and promotion process for success for newer faculty. Mentorship from other leaders can assist faculty to develop those necessary skills to balance research, teaching and life. Hargreaves and Fullan (2013, p 39) state “it’s best to pull whenever you can, push whenever you must, and nudge all the time”.

Fostering organizational change that maintains fulfilling the MY-U regional academic mandate is warranted and may be transformative for the faculty, staff, and the university (Hoffmeyer, et al., 2015). Hoffmeyer et al. (2015) also call for proactive efforts to develop processes that support and sustain organization leadership. Galford & Drapeau (2003, p. 90) describe trust types within institutions that need to be built as ‘when employees assess that their organization has acted in bad faith, they rarely forgive—and never forget’. Transformational leadership conceptually aligns with other positive theories of leadership and furthers it lends to the belief that leaders can express themselves openly (Avolio & Gardner, 2005; Banks, McCauley, Gardner, & Guler, 2016). In examining the various leadership styles of MY-U, a synthesized leadership model is proposed for going forward with this change plan.

The recent 2019 MY-U labour unrest has created mistrust in the institution’s culture between administrative leaders and academic leaders, making change a much tougher process. Using the approaches described here, we may be able to affect a timely change based on shared goals and values in order to support our overarching goal-success of our students.

Regional voices should have equal opportunity to participate so we limit the *us versus them* mistrust that exists in our settings (Pinheiro & Nordstrand Berg, 2017). For the organization, having multiple sites and multiple delivery methods of HE has unique organizational perspectives and many latent areas for expansion. In light of the current centralized system of regional delivery and the urgent need to reorganize, re-positioning of the current regional campus governance is necessary. Through an organized anarchy theory lens, processes to support the mandate in higher education and revolve around

research, teaching and service can be re-aligned (Manning, 2018).

From a faculty collegiality viewpoint, conceptualization of change is anxiety provoking. Schein (1999) describes learning anxiety that may arise in response to change. Fear of loss of power will be a huge concern for the regional campuses. They previously reported to a regional dean and now in the academic reorganization that becomes several deans and program chairs. Fear of the loss of uniqueness of the local community served is also a possibility for faculty and staff on distant campuses. Lastly, changing the pedagogical and technical delivery methods will cause a temporary incompetence of all involved (Schein, 1999).

Additionally, a challenge for MY-U is to increase awareness and participation in a culture dedicated to research into the scholarship of teaching and learning (SOTL) for faculty individual practices (Chick, 2018). MY-U has outstanding researchers and research infrastructure that has overshadowed SOTL research significance. Changes to the traditional tenure and promotion culture to appreciate SOTL research as a discipline as valued and respected as discipline knowledge would invigorate such research at MY-U. That in turn would lead MY-U to be recognized and sought after by students and faculty globally for its cultural, academic, and research distinctions (ARM, 2018).

Leadership frameworks. Several types of leadership frameworks and theories have developed in the literature over the last 50 years, partly due to the advancement in business management (Edgar, 1996). The attention in nursing tends to be patient focused while in education, it is student focused. The older servant leadership theory constructs make a holistic leadership approach that engages followers in multiple dimensions, similar to nursing, is not a performance based approach and remains relevant today (Eva,

Robin, Sendjaya, van Dierdonck & Liden, 2019; Greenleaf, 1970). Servant leadership also inherently incorporates human capital but as a means to increase the relationships between people and leaders (Andre & Lantu, 2015). My research into Bandura's social learning theory with self-efficacy and collective-efficacy (Bandura, 1997, 2000, 2001; Sharpe, 2015) also resounds in servant and transformational leadership (Aga, Noorderhaven, & Vallejo, 2016). Collective efficacy may change the in organizations instead of relying on self-efficacy and not performance or output (Gearhart, 2019). Servant leadership theory also intersects conceptually with other positive theories of leadership, including transformative (Banks, et al., 2016; Eva et al., 2019).

Transformational leadership. Transformational leadership (TFL) model develops an exchange relationship between the leader and followers (Deichmann & Stam, 2014). Through the TFL lens, you can define an organizational culture by the leader who teaches people how to work within it (Tierney, 2018). TFL values creativity and problem solving by using a higher level of motivation for success (Bass, 1985).

Effective leaders exhibit attributes such as self-awareness, using up-to-date information, and the ability to influence others in higher education (Heifetz, et al., 2009). Leaders have predominantly focused on transformational leadership models to lead in neoliberal university environments (Randall & Coakley, 2007). TFL has shown a profound positive influence on team effort and satisfaction (Pounder, 2001, 2003). A possible limitation of the potential of a transformational leadership style is the focus on the traits and actions of individuals as change agents (Randall & Coakley, 2007). However, TFL is considered to be the most effective in the full range of leadership models (Zacher & Johnson, 2015).

In cases where negative transformation of an organization occurs, Bass (1998) called it *pseudo-transformation*. These leaders are highly inspirational, charismatic individuals (Christie, Barling, & Turner, 2011). This can turn to exploitive, power oriented and political manipulative leadership if the leader's own ego rather than others' interests (Christie et al., 2011). In order to recognize a symptoms of negative pseudo-transformational leader, the subordinates need to understand the healthy four positive aspects of *inspirational motivation*, *intellectual stimulation*, *individualized consideration*, and *idealized influence* of transformation (Christie et al., 2011; Dubinsky & Yammarino, 1995). These aspects combine to motivate the leader to engage and be attentive followers thinking in a productive ways and are further described.

Inspirational motivation is developed when leaders have a vision and build trust with associates. Generally, people have enthusiasm and pride in their work when working for a transformational leader (Dubinsky & Yammarino, 1995). To build that enthusiasm, associates are challenged to be creative, re-think and new views of issues thus having *intellectual stimulation* (Salter et al., 2014). *Individualized consideration* entails the leader valuing each member for both strengths and weaknesses (Eisenbeiss et al., 2008). Associates feel supported, respected and listened to by the leader. Lastly *idealized influence* suggests the leader acts as they believe, going beyond the call of duty to support the associates thus gaining trust (Bacha, 2014). These four aspects are effective measures of a leader's ability to guide transformation.

The tenants of transformational theory remain relevant to my personal leadership philosophy and compliment a servant leadership style as well. A possible limitation of the potential of TFL is the focus on the traits and actions of individuals as change agents

(Randall & Coakley, 2007). While the newer, revised Authentic leadership has the belief that leaders can express their selves openly (Banks, McCauley, Gardner, & Guler, 2016). Working with traits and actions of individuals is inherent to nursing and why TFL makes the best for me. As well, TFL is considered to be the most effective in the full range of leadership models in the literature (Zacher & Johnson, 2015). These aspects are integrated into the unique proposed leadership model for MY-U.

Proposed New Leadership Model. Holistic is a commonly used word in health and Indigenous wellbeing to describe aspects beyond physical health. It includes social, spiritual and mental health, to ensure a ‘whole person’ (Avery & Nordén, 2017). Some define holistic health as alternative medicine, traditional Chinese medicine or fringe medicine and feel it should be discredited. Dr. Absolon (2010), an Indigenous scholar explains adding *w* to holistic to demonstrate the *whole* person, thus wholistic. This concept has entered the health fields as well (Thomas, Mitchell, Rich, & Best, 2018). I propose a new leadership model of *wholistic transformation* in framing this OIP for the unique setting of MY-U organization.

Wholistic Transformation (WT) as a leadership model incorporates personal growth (social, spiritual and mental health) along with academic knowledge and complex thinking, leadership development and learning (job and research skills) as shown in figure three. It encompasses students, faculty, staff, and senior management into one unified leadership vision and includes multiple ways of thinking, knowing and believing. It draws from Mezirow’s expanded perspective of transformation by relating self-directed learning to form three revised types of learning, (a) how to learn, (b) place of learning, and (c) self-reflection (Kitchenham, 2008; Mezirow, 1985). The four *I* aspects of

transformational leadership are also integrated (Christie et al., 2011). This also reflects our academic plan for MY-U as well a TRCCs drawing in an Indigenous ways of knowing (Dei, 2000). This proposed model is unique to MY-U and draws from the PESTEL analysis as well as the body of knowledge for rural and remote education, self-efficacy and ethical leadership.

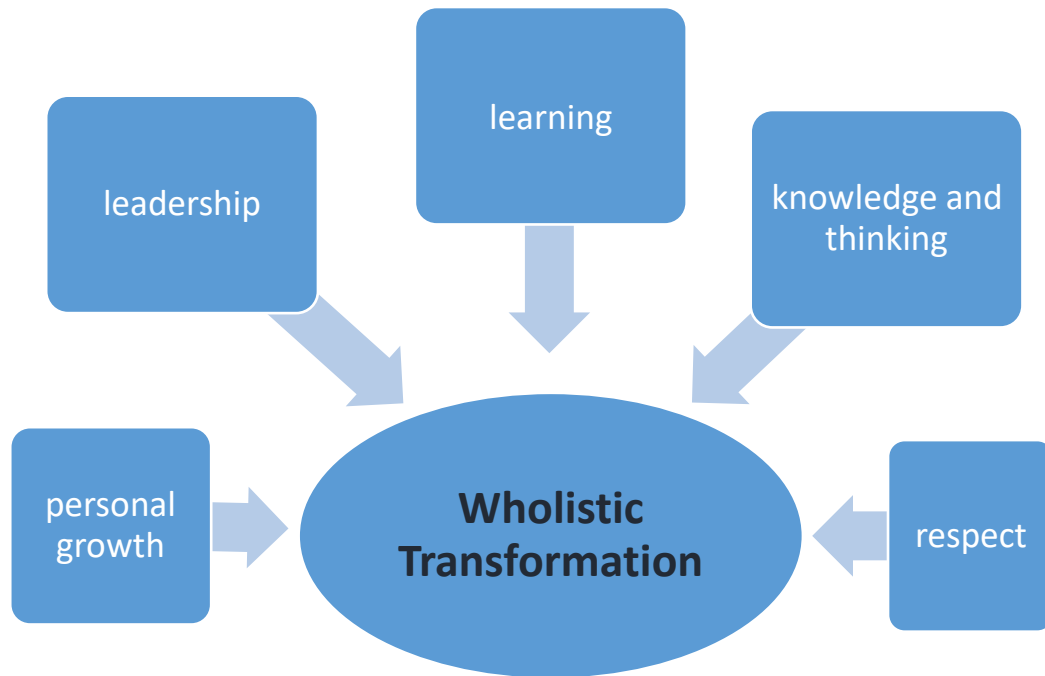


Figure 3. Proposed leadership model for MY-U

Leaders can encourage transformation of co-workers and students. Relationships with the communities we live and serve in will fulfill our AP goals. In using this model, it naturally incorporates research from many fields and cultures. This unique wholistic form of organizational design and higher education might be a distinctive for MY-U to becoming a destination university. The PoP is well served by having a wholistic look at the delivery of HE. Each element will be discussed for its contribution to the wholistic transformation.

Personal growth. The personal growth element of wholistic transformation allow

learners to realize their personal choices have global impacts, greater than their own village or town (Haigh, 2008). Broadening learners world view allows for the collaboration of individuals for the shared responsibility of learning, not just the lone hero mindset (Cherkowski & Brown, 2013). Nurturing the development of self-efficacy beliefs, individuals may learn to overcome obstacles and demonstrate resilience to unexpected events (Bandura 1970). Their ability to cope with uncertainty, shocks and change is increased when their self-efficacy beliefs are well developed.

Leadership. In the leadership element, MY-U needs to incorporate leadership mindfulness in all learning outcomes. Northouse's (2013) definition, leadership "is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 5). The very fact of attending university demonstrates a type of leadership as graduates are called on to be problem solvers in workplace for families. We encourage our graduates to be concerned with values, ethics, standards, and long-term goals in their communities and those skills can develop at university (Johansson & Felton, 2014). Our mission statement is 'to create leaders of tomorrow by influencing the world today' (Academic Road Map, 2018, p.1).

Learning. Lifelong learners who understand their learning style and seek learning opportunities is a goal of MY-U in the ARM (ARM, 2018). The learning element should incorporate evidence-based practice for the best transformation of minds. The literature demonstrates several myths exist about learning abound in modern society (Howard-Jones, 2014; Newton, 2015; Trow, 1997). From the common idea we only use 10% of our brains (Howard-Jones, 2014) to learning specific styles that limit us to only learn in a preferred way (Newton, 2015), to everyone needs a four year degree to succeed (Trow,

1997), these misconceptions are perpetuated in academia and general society.

The use of universal design principles of learning (UDL) is an example of new, evidence-based rethinking of teaching (CAST, 2020). UDL is based on having multiple ways of *engagement*, the why of learning, *representation* the of learning and *expression* demonstrates the how of learning (CAST, 2020). This methodology includes and celebrates multiple ways of thinking and knowing which aids in incorporating Indigenous ways of knowing.

Knowledge and thinking. Through my educational journey, I have reflected that our goal should be to make not critical thinkers, which implies judgment and a superior way of thinking but rather complex thinkers. Complex thinkers can view issues from different lens, such as Indigenous, rural, European or gender based and have great insight to various solutions. This knowledge and thinking requires development of skills and reflection in our classes in order for self- efficacy to develop via testing and trying out new ways of thinking about a problem (Sharpe, 2015). When a learner has revised their original beliefs, they bring with it a deep level of accomplishment learned via the development of competencies which are ways of tackling obstacles or problems inherent in developing self-efficacy beliefs as a key underpinning to transformational learning (Black, 2015; Sharpe, 2015).

Respect. From the academic plan, the values of MY-U and the signature areas that define us from other HEIs create a foundation for respect. From knowledge creation to complex thinking, we develop respect for all around us. Interacting with the environment, sustainability concerns and natural resources acquisition drive our local economies. We encourage valuing and protecting those areas from devastation and overexploitation as

part of our wholistic transformation. The rural and remote community populations we serve are to be seen as experts in their area.

This incorporates the need of *inspirational motivation* to problem solve the various needs of the economy and sustainability of resources. Associates are challenged to be creative, re-think and consider new views of issues, thus having *intellectual stimulation* as well. This also encourages self-respect and increases self-efficacy, virtuous concepts for our graduates (Bandura 1996).

Wholistic transformation is the goal for students, faculty and staff members for MY-U. Creating lifelong learners and people who can suggest solutions to complex issues is a lofty goal of higher education. Framing this leadership model for the OIP for the unique setting of MY-U organization allows a wholistic transformation that is the goal of higher education.

In examining the various leadership styles of MY-U, the change framework proposed for going forward with this change plan will need to be cognizant of the existing culture and history of change at MY-U.

Framework for Leading the Change Process

A framework assists mapping the change process and assists in supporting a beneficial result of change. Fostering organizational change that maintains fulfilling the MY-U regional academic mandate is warranted and may be transformative for the faculty, staff, and the university (Hoffmeyer, et al., 2015). Hoffmeyer et al. (2015) also call for proactive efforts to develop processes that support and sustain organization leadership. Galford & Drapeau (2003) describe trust types within institutions that need to be built because “when employees assess that their organization has acted in bad faith,

they rarely forgive—and never forget” (p. 90).

Situations like MY-U’s vast geographical area make conditions for change complicated. Centralized regional administration makes it easy to assume a top-down decision-making structure with an authority figure(s) to guide the work (Chrislip et al., 2016). Kotter’s eight step change process begins with a change leader establishing a sense of urgency (Kotter, 1996, 2018; Kotter, & Schlesinger, 2008) as seen in the outer shell of figure four. The change leader then creates a guiding team who buys in to the change parameters and begins to engage others. The steps follow sequentially until the change occurs. This has been the change model used by the president and senior administrators at MY-U. They host a town hall to deliver a *sense of urgency*, and then build the *coalition* for change (Kotter, 1996). The same people seem to volunteer for these change projects, tenured professors for example. This limits the voice of the newer faculty members. The leaders continue to guide the *vision and strategy* while communicating the plan to the various committees on campus. *Engaging stakeholders* and *generating small wins* becomes the bottleneck in this change plan in past MY-U change processes. Kotter (1995, 2018) informs leaders to describe an opportunity that will appeal to “individuals’ heads and hearts” (p.10). This is an issue in a small institution as there are many competing demands for attention and passions. The last two Kotter (1996) stages; *consolidate gains and make more change* and *anchor new approaches in organization* complete the cycle. However, this seems to be a very mechanistic and focuses on doing one thing very well in a linear fashion over time and results based improvement (Cawsey et al., 2016; Kotter 2018). The general apathy of MY-U faculty and staff members to change comes from the distrust of previous failed change. The

Change Path Model may help overcome that apathy and create lasting change pathways (Cawsey et al., 2016).

The Change Path Model (CPM) has similar but simplified concepts of the Kotter eight step leading change (Kotter, & Schlesinger, 2008) as shown in figure four. The CPM is a better fit for the MY-U institutional culture in my experience. MY-U's complicated blend of collegial, organized anarchy and political cultures are compounded by the provincial mandates for public institutions of higher education. Faculty and staff members have some level of change fatigue, lacking the reliance to think through another process change (Ellström, 2007; Peake & Mullings, 2016).

The CPM begins with the assessment that a change is needed, by any member of the university. This team approach is an advantage over Kotter's model. In our small HEI, these ideas of change can start small but grow as the mobilization of the desired new state is discussed in meetings and consultations occur (Cawsey, et al., 2016). In corporation of the PDSA cycle in each of these stages also allows reflection and different lens to consider the change entirely (Donnelly & Kirk, 2015). In the acceleration phase, the action planning and implementation of the proposed change can ensure all stakeholders can choose to participate (Cawsey, et al., 2016). This model appeals change leaders, as they do not have to be in charge, but rather a team member with ideas.

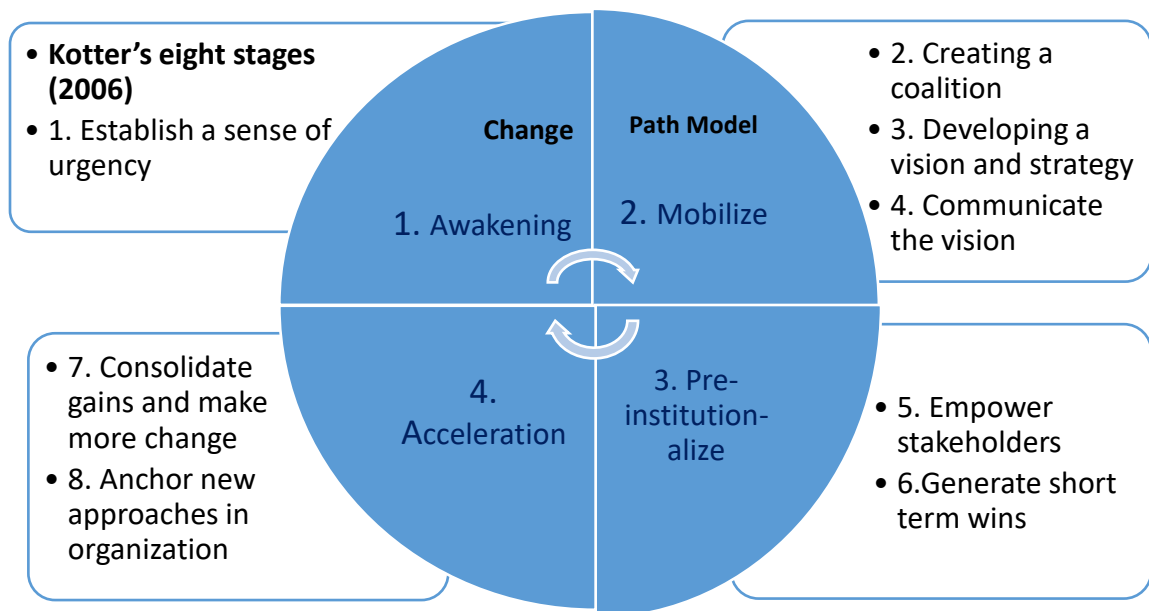


Figure 4. Overlapping of Kotter's and Cawsey et al.'s Change Path Model

Understanding Change. Organizational change is not just the implementation of an application, technology, or process. Change involves moving the people, processes, and culture that are the core of the overall organization in new directions, perhaps in directions no one foresaw or in directions that would be difficult or impossible to implement (Napier et al., 2017). Change also involves new behaviours, processes, and technologies by the stakeholders, the people who actually conduct the day-to-day business processes and usage (Napier et al., 2017).

Through an organized anarchy theory lens, higher education provision at MY-U revolves around research, teaching and university service (Dibella, 1992; Teece, 2018). The best description of an organizational theory for MY-U is a hybrid of collegial, political and organized anarchy, which fits with the symphony metaphor (Doyle & Brady, 2018) and my experiences.

Traditionally, elements such as self-governance, peer review, academic freedom

and tenure are aspects of the collegial model that are now creating constraints in modern higher education administration and leadership (McCaffery, 2019). Operating in a collegial mindset remains predominant for MY-U faculty members but is losing significance to more neoliberal and goal-attaining administrative models. Examining the predominant European/colonial model of knowledge creation and dissemination is needed to integrate Indigenous ways of knowledge and knowledge translation (Sporn, 2006).

Ensuring the voice of faculty members is indeed important and is supported by social capital research (Fullan, 2016). Investing in the development of people will bring about a richness of ideas and solutions to problems if faculty are empowered to do so. Fullan (2016) describes focusing on shared goals and connecting professional development to enhance those goals. All good leadership is a judicious mixture of push, pull, and nudge (Hargreaves & Fullan, 2013). Faculty who are knowledge creators, researchers and instructors, need to be encouraged to incorporate evidence based teaching research into their practice while not losing sight of the impact they have on students. Collaboration, along with recognizing varying career pathways informs the tenure and promotion process for success for newer faculty. Mentorship from other leaders can assist faculty to develop those necessary skills to balance research, teaching and life. Again, Hargrave and Fullan state “it’s best to pull whenever you can, push whenever you must, and nudge all the time” (2013, p. 39).

As this discussion shows, change and leadership is not easy for an HEI to engage in. Leadership can be defined in terms of characteristics and behaviours that provide a clear vision, grow ethical relationships, and trustworthiness, and are not prescriptive in

nature (Avolio et al., 2004). Fluid participation of faculty members on and off governance committees introduces unpredictability and complexity in decision making but their participation is essential to rebuilding trust in order to alleviate anxiety and uncertainty through the change process (Madikizela-Madiya, 2018). Further examination of MY-U will outline parts of this wicked problem of change management (Buchanan, 1992).

Critical Organizational Analysis

Kezar (2018) proposes changes must be allowed to emerge from throughout the organization at different levels, especially in an organized anarchy environment. This allows anyone in the organization to become a change agent to contribute to creating change. This basis examines the processes by which rules, norms, and routines, become established as guidelines for social behavior for this institution and allows the explanation of actions of individuals and groups (Cai & Mehari, 2015; Scott 2015).). This connection between change drivers, a change process, and the discussion of how change drivers differ in terms of their effect demonstrates how conversations with stakeholders is critical for success. It is also time consuming but could have great impact within the institution for change.

As well, McKinsey's 7-S framework is a useful tool to categorize gaps at MY-U (Waterman, Peters, & Phillips, 1980). The framework has a central circle of shared values surrounded by six factors (Waterman et al., 1980) as shown in figure five. Three factors are commonly prioritized in system, strategy and structure as these are 'hard' factors (Cox, Pinfield, & Rutter, 2019). Four factors are more difficult to influence: shared values, style, staff and skills, but are important to have balanced operational

management (Cox, et al., 2019; Ravenfar 2015; Waterman et al., 1980).

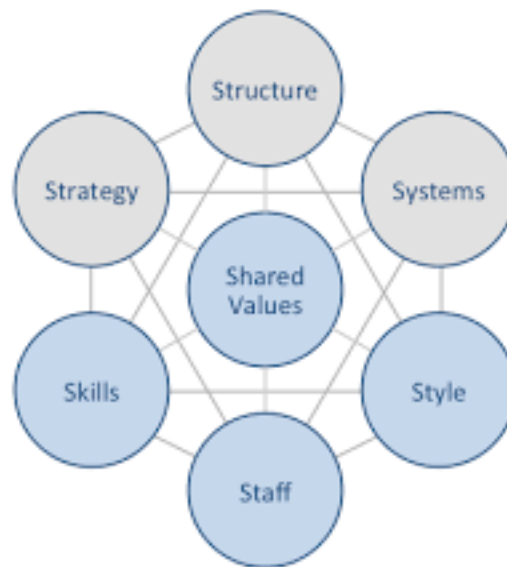


Figure 5. McKinsey's 7S model.

From Ravanfar, M. M. (2015). Analyzing Organizational Structure based on 7s model of McKinsey. *International Journal of Academic Research in Business and Social Sciences*, 5(5). doi/10.6007/ijarbss/v5-i5/159. Copyright 2020 by HRMARS Publishing. Reprinted with permission.

This framework allows different stakeholders to present their needs in a common language and demonstrate what factors are necessary for their area. It also allows for insight and vision by sorting the complex issues within the change analysis. Also very important in change is the amount of change anxiety faced by stakeholders.

Anxiety\uncertainty management (AUM) theory by Gudykunst is useful to consider in assessing ways of proceeding forward in change. Currently at MY-U, the insecurity of the future and the heightened anxiety of change has almost paralyzed the institution (Pearce, Wood, & Wassenaar, 2018). A challenge then is to find the balance between anxiety and uncertainty for most members of MY-U to then to consider that change may be exciting and forward thinking (Gudykunst, 1998). This incorporates the consideration of the mental health of faculty, staff and students in the wholistic leadership

model.

Understanding the thinking process of managers and administrators in terms of problem solving needs to be contrasted with research approaches to problems. This distinction can be beneficial in working with existing data to examine what questions can be derived, as seen in Appendix B (Ellström, 2007). Faculty researchers examine the issue, seek theories and then test multiple solutions (Ellström, 2007). Administrators review the issues and begin to revise the process surrounding the issue. These different approaches may confuse diverse members of a team in setting action items and goals. In managing the different thinking approaches, it can influence campus decisions, and increase listening capacity to stakeholders (Volkwein, 2011).

My role is to engage with faculty members to align philosophy and rationales, which are sometimes in conflict, in order to facilitate a change of pedagogical culture and practice. Trust rebuilding is essential to organizational learning in our organization (Louis & Murphy, 2017). Relationship building between the administration team and faculty members is one way to begin that process, and my servant leadership style supports this approach (Spears, 1996).

Included in this area is the investment in pedagogical research and technologies to have open and active learning. My role and the CT team can be a hub of information and support for this enhanced scope. My team in CT can provide pedagogical, technological online culture support in order to enable instructors to fully utilize evidence-based practice. To encourage this, CT may provide research funds to develop a blended course and have the process examined in an article for a pedagogical journal. This might encourage other faculties to provide blended courses sooner, rather than waiting until

financial need forces administration to demand this.

The requests and concerns of local communities need to be weighed to consider the value of face-to-face engagement with the financial reality of providing such HE. Technology may begin to bridge that expectation gap. The trust and experience in these methods needs to be nurtured and successes celebrated. From the CT view, utilizing multi-access classrooms allows us to broadcast, and store lectures, allowing students to replay lectures. Those recorded lectures can then be closed captioned. Students can be in class, at home or on the bus listening to and participating in learning. From there, our conversations can brainstorm ways of reaching our students in the outlying regions and ways of utilizing our limited resources best. Thus, a change management framework using a process model as well as a shared governance model could give structure to suggested solutions for the problem of practice regarding regional education.

Possible Solutions to Address the Problem of Practice

Since we have an opportunity to make lasting organizational change at MY-U during the recent reorganization to five Faculties, examining potential pathways to proceed is imperative. Starting with rethinking the goals and mandate of the regional programs would assist in outlining a possible pathway for the future. Four possible solutions are described here with the most promising one to be discussed in detail in chapter 3. These possible options stem from the organizational assessment, literature of organizational change, and my role and experience of MY-U and are not an exhaustive list.

Complete Abandonment. In discussing options for regional programming with a group of interested directors, Dr. X stated that the regional campuses cost roughly 2-3

million dollars to operate and bring 0.5 million dollars into the university, servicing a low number of students (Dr. X, personal communication, January 21, 2020). This 2.5 million operating deficit is substantial in light of the total MY-U budget. MY-U is in a persistent state of underfunding. If this large cost liability was eliminated, it could bring much needed financial stability to the overall university budget. This action would focus only on the structure of the 7S model (Ravanfar, 2015), and I feel a decision based solely on finances would be catastrophic for the hard earned reputation of MY-U in the northern communities (Cox et al., 2019). In terms of an organism metaphor, this is purely amputating limbs to save the main body.

Community Consultation. The goal of the 7-S model is to have alignment and understanding of *shared values* by all members of the organization (Waterman et al., 1980). MY-U is proud of the level of local community involvement in the institution; however, this may be interpreted differently depending on the level of leadership. Communities are visited yearly by MY-U administrators to engage with the municipal government, First Nations and business leaders to discuss programming from MY-U. This also places pressure on the provincial government officials to increase funding for these community needs. This engagement information should return to the five deans and programming changes discussed within faculties, but it has not been communicated well in the past.

Additionally, The Calls to Action for Truth and Reconciliation (TRCC, 2015b) legally mandate changing the institution's academic culture to incorporate First People's ways of knowing and traditional knowledges. Each First Nation has a unique and valuable language, culture and history that needs to be preserved and integrated to MY-

U. This allows MY-U to become a world model in Indigenous methodologies and language preservation. Creation of an Indigenous Culture Centre or another decolonized institution as part of MY-U could support the knowledge creation, retention and pedagogy in the communities. Resources could be dedicated embedding course instructors in the communities to teach locally and raise scholars in each nation, on their land.

The opened-ended nature of community consultation may be costly due to the travel and overall time required. Broad societal expectations may be difficult to translate into discernable actions, and it may be difficult to demonstrate progress on them as well. In the 7-S model, this solution touches softer skills, staff and style but not the strategy or structure that is also needed (Waterman et al., 1980). The resources needed to facilitate each These cultural and philosophy changes could be an OIP on their own and are too big for one change agent to begin to engage in. This will take a concentrated effort, much like the AP process over several years to accomplish.

Complete Redesign of Distance Education. This solution involves the entire rethinking of and reframing of the regional campuses in the MY-U culture. Cultural change is the hardest change to bring to an institution and especially difficult in an HEI (Brown, 2014). In situations like this, most expect leaders to impose a top-down decision-making structure with an authority figure to guide the work (Chrislip et al., 2016). However, research demonstrates how this is not practical (Gieser, 2016).

Buller's (2015) statement "Spend your time improving the culture that produces the outcome," provides a focus to begin with (p. 217). Given the current organizational context, the degree of required change, and the institutional and discipline's history,

regional delivery must become a focus. The faculties need re-cultivation of creativity, problem solving, innovation, and entrepreneurship that once existed (Buller, 2015).

Transformational pedagogical change is required including technology use and universal design for learning principles enacted in each course (Buller, 2015). Even the term *regions* has provided a division in thinking of *us versus them* and this can be changed. New terminology such as *all campuses*, *all students* and *all staff* blend in the participants in our system, and do not delineate them.

The culture of pedagogical practice of instruction is one influential way to begin change at MY-U. My role in CT to begin to collaborate with stakeholders in administration offices for their view of needs in the areas they oversee. Faculty members' involvement can begin by offering professional development and research incentives for SOTL practices. My team can be proactive in trouble shooting upcoming issues in the course delivery via the learning management system.

This would seem to be the costliest, resource intensive, and most time consuming of the scenarios. Multiple engagement sessions with stakeholders with several facilitators would incur salary costs and transcription costs for sessions. World Cafés, engagement sessions and presenting the guiding questions at program meetings for discussion may also assist the process. These employed facilitators would need to compile emergent themes and possible actions resulting from the consultations. However, most employees have a portion of their duties delineated for service to MY-U and can be an internal work force. Travel to other locations would add to the costs. Incentives via CT to begin research in SOTL would be included. Clear communication of findings and ideas is another challenge in a philosophical approach.

In the systems thinking 7S model, this scenario begins to examine all of the outer six elements and build towards the new shared values (Waterman et al., 1980). The *strategy, structure* and *systems* elements can be designed to support the *skills, staff and style* elements and reinforce *shared values* that underlie the entire university by beginning with the ARM. For the symphony metaphor, changing the overall culture may expand the repertoire into more complex but pleasing music with a larger audience. The metaphor of organism stimulates growth complexity and the need for more resources.

Blended Learning. Lastly, this solution is a scalable version of the total re-design of distance education. An initiative called “Reach for the North” would begin with a pilot project then as we celebrate the success of the players, spread to the other Faculties. Working with faculty members would engage skills, staff, style shared values, strategy and systems of McKinsey’s 7S (Waterman et al., 1980) as well as improving the culture that produces the change (Buller, 2015). CT has SOTL allies and would begin engaging with the Dean of Arts and the allied faculty members. These allies and volunteers would have an opportunity to modify an existing course with blended or distributed learning or fully online.

Blended learning uses the learning management system, phone apps, video conferencing or blogs to enhance a face-to-face course (Kay & Dailey-Hebert, 2015). Blended learning uses a range of communication technologies such as video conferencing and web-conferencing, online collaborative learning environments, and media resources to provide a highly interactive face-to-face learning experience amplified with a comprehensive resource base and collaboration tools (Martin & Broadley, 2018). These technologies enable the classroom to extend beyond the boundaries of the room to

include remote classes and individuals. Students participate in real-time learning experiences collaborating both face-to-face and online to overcome the traditional boundaries between on-campus and online education (Martin & Broadley, 2018). As well, using lecture capture tools and the digital media server at MY-U, we can close-caption those lecture videos with an 80-90% accuracy. Presenting information in several formats for students and close-captioning allows lectures to be searchable by term engages in universal design for learning.

In order for faculty members to engage in new or different pedagogical practices, a series of professional development workshops is to be developed. My team in CT would be able to host seminars and demonstrate our current technology. Topics can include pedagogy, student engagement and assessments types in the blended model and follow the suggested seven variable framework by Martin and Broadley (2018). Potential foreseeable faculty member concerns include the workload of extra students, massification of classes as well as low interest of regional students for the blended classes. Leading professional development is part of my duties for CT.

In addition, a research grant of \$2000 can be awarded to each of five faculty members to participate in a study. The money will allow the course instructor to hire a student, who can then assist in transforming the course for the next semester. After the transformed courses have been delivered during the semester, CT and the faculty members can write their experiences for an article for SOTL research. Additionally, student evaluations from the newly designed courses would be incorporated into the professional development workshops.

The Reach for the North initiative would start with a pilot project in one Faculty

but will be offered to other programs soon after. Faculty members can share information with colleagues and encourage more to try these techniques as they benefit more students for MY-U.

Evaluation of Possible Solutions. Four different solutions have been presented.

Table 1 demonstrates which is the evaluation of the plan based on several criteria. A student focus is one evaluative criteria to help keep in mind who we serve. Economic impact is an important factor given the HEI position in the provincial funding model. The mandate and community impacts

Table 1

<i>Evaluation of Proposed Solutions</i>				
Criteria	Complete Abandonment	Community Consultation	Redesign Distance Ed.	Blended Learning
Student success	no	yes, perhaps	yes	yes
Economic impact	reduces costs greatly	High costs	high costs	minimal cost
Time for implementation	Fast acting, 3-6 months	3-5 Years	1-2 years	6-12 months
Community engagement	negative effect	neutral effect or frustration	improvement	improvement
Indigenization awareness	breaking of trust	best direct approach	Some awareness	Some, chance to improve
Student recruitment	Negative impact	small increase	moderate increase	moderate to large increase
Internal cultural and philosophy changes	narrowing of scope, regression of progress made	largest potential impact	moderate changes	small to moderate changes
Technology knowledge	Not needed	Need assistance for infrastructure	needs to improve	Need to train faculty and students

Gaining trust, understanding and knowledge from all stakeholders leads to an effective collaboration and sustainable change for MY-U. The preferred proposal is blended learning and is well within my sphere of influence and concern. My leadership philosophy aligns to orchestrate this change plan. This solution is organic, led by CT leaders and facilitators. The ideas, processes and policy development will be from practitioners and stakeholders, like the AP creation. Indigenous considerations will be prominent in the professional development stage of this solution. Blended learning will reach more students of all ages for increased enrollment and hopes to provide a better student experience. Costs to implement are within my existing budget and the infrastructure is in place. The knowledge creation aspects of MY-U will be updated to include the Calls for Action (TRCC, 2015b) but the mandate for HEI remains clear and deliverable. The complete re-design of distance education would seem to be the costliest, resource intensive, and time consuming. The community consultation is the most time commitment of the scenarios and the knowledge gathered needs to inform the general culture reshaping of MY-U. Culture change is complicated, for example, the AP took 3-5 years to finalize. Thus, the blended model seems to be a manageable change with strong outcomes and improvements to Indigenous knowledge, community engagement and student success.

In order to encourage responsible change in my chosen solution, ethical leadership considerations will be discussed in light of the OIP goals.

Leadership Ethics and Organizational Change

Underlying this leadership change model is the assumption of ethical leadership. Ethics forms a large component of consideration in transformational theory (Dubinsky, &

Yammarino, 1995; Franz, 2002; Elliot, 2013). Transformative leadership as previously discussed, includes beliefs that this leader engages with others and together, have a higher level of motivation (Andersen, 2015). This leadership approach is learning focused in order to develop confidence and collaborative, professional cultures that impart a continuous learning ethic of all involved (Frick & Polizzi, 2009). Leaders who possess positive and negative self-identity knowledge in a balanced fashion, can achieve transparency with others, and are guided in their actions by an internalized moral perspective can be considered altruistic in their actions (Dinh et al., 2014). Altruism is key to genuine transformational and servant leadership (Avolio & Bass, 1995; Elliot, 2013; Greenleaf, 1970; van Dierendonck, 2011).

Ethics are often defined to signify compliance with various standards or above the minimum of the law (Bass, & Steidlmeier, 1999). My career in nursing has made ethics forefront in consideration in my multi-perspective lens and can be used to identify ethical or moral underpinnings in my approaches. The goal of ethics in nursing for example, is to regulate practice to protect the public from harm (Drawson, et al., 2017). It gives rise to standards that ensure expectations are met and can be evaluated (Gabriele, 2011). As well, an 'ethic' in a second sense means a certain value or principle to which people believe in, such as work ethic or financial ethic. It also gives a shared image of self-understanding within cultures and differs greatly between cultures (Gabriele, 2011).

Ethics can also be defined in terms such as 'best interests' (Stefkovich & Begley, 2007), 'professional trust' (Louis & Murphy, 2017), 'authenticity' (Gardiner, 2017), 'respect' (Bowen, Bessette, & Cham, 2006) or 'cultural competency' (Scully, 2012). As well, neoliberalization has brought about measures of quality assurance in order to

demonstrate principled use of resources, student experiences and knowledge creation (Steinhardt, Schneijderberg, Götze, Baumann, & Krücken, 2017). As well, the ingrained societal expectation of everyone needing a degree is another pressure that both the government and universities need to balance with job skills (Bolman,& Deal, 1986 ; Li, 2012).

The types of ethical dilemmas occurring on HEI campuses are evolving (Holzweiss & Walker, 2016). Academic integrity, equity and diversity, justice and self-management are merging in higher ratings in the study than in previous years (Holzweiss & Walker, 2016). This has implications for MY-U in striving to teach tomorrows leaders; we need to know what tools and experiences we need to equip them. This leads back to the proposed organizational leadership theory of wholistic transformation and the overall goals in the AP.

Inclusion and cultural competency are major considerations for ethical leadership. In the political frame, the inter-university/college agreements, community partnerships and advocacy for Indigenous culture and language revitalization must be learning focused in order to create a process of negotiation and confidence building. This enables the creation of collaborative, professional cultures that instill the vision of a continuous learning ethic to all members (Frick & Polizzi, 2009).

Stein, Andreotti and Suša (2019) describe global ethics that address ‘international, institutional, and interpersonal efforts to navigate and negotiate complex dilemmas that are not bounded by local contexts or national borders’ (p.25). While examining broad global ethics, they also describe a timely decolonial approach to ethics which is extremely important at MY-U (Stein, Andreotti, & Suša, 2019). A decolonial approach to

ethics emphasizes and discounts the enduring Western assumptions that include civil rights of the state, ideals of capitalism and land ownership, and other Western epistemic traditions placed on Indigenous cultures (Stein et al., 2019). Finally, a decolonial approach to ethics in the Canadian context does not simply involve international relationships, but also our settler-colonial roots and history. Indeed, a decolonial approach requires examining how colonialization has operated in both local and global dimensions (Stein et al., 2019).

Ethical leadership strengthens a leader position and builds trust. Trust develops out of inclusion, transparency, shared information, safety, and equal opportunity for participation of stakeholders to empathically regard other points of view (Chrislip et al., 2016). Cultivating this appreciation of others' positions can motivate them be engaging and transformative in change. Both servant and transformational learning theories demonstrate ethical leadership thinking. Features of servant leadership include valuing people, listening, empathy, encouragement, authenticity, awareness, and sharing leadership (Eva et al., 2019; Spears, 1996). TFL utilizes exploratory and critical thinking processes and also emphasizes the collective interests of team members to rise above their own self-interest for the advancement of the team (Bass et al., 2003; Eisenbeiss et al., 2008). For the problem of practice, the use of these combined leadership servant and transformational positions will bring positive and balanced ethical considerations to a MY-U change plan.

Summary

In order to enact a necessary culture change process at MY-U, a combination of processes will be undertaken. A systems approach such as the McKinley 7-S model with

action research techniques will utilize an emerging peer leadership model will be framed within this change (Ravanfar, 2015). Ethical consideration for inclusion, diversity, and quality assurance can be incorporated into the organic generation of ideas. This aligns with the hybrid of collegial, political and organized anarchy organizational models from Chapter One.

MY-U tends to be distinctive in its general ability to create and support change. Culture shifts are influenced by leadership style while leadership is framed by the institutional culture (Lumby, 2012). During our history, leadership suggestions for change were treated typically as research questions by the research-intensive faculty members. This approach changes the thinking process and proposed lines of reasoning as demonstrated in Ellstrom's diagram in Appendix B, as demonstrated by Kjellström et al., (2019). Some experiments produced spectacular results, while others did not but the members were willing to try. This differs from informal conversations with colleagues' experiences at other HEI's in that change is often a very slow, exacting process. The recent 2019 MY-U labour unrest has created a chasm of mistrust in the institution culture between administrative leaders and academic leaders and change is a much tougher process now. Using the approaches described here, we may be able to affect a timely change based on shared goals and values in order to support our overarching goal-success of our students.

Change involves moving the people, processes, and culture that are the core of the overall organization in new directions, perhaps in directions no one foresaw or in directions that would be difficult or impossible to implement (Napier et al., 2017). This chapter reviews how to set up the potential organizational and leadership change for a

process in rethinking regional education delivery at MY-U as a goal. Potential solutions are explored beginning with no change to full scale change and then a moderate change with a pilot project. Scaling to organizational levels to encompass all stakeholders is a future goal.

Moving forward, the next chapter will focus on the implementation, evaluation and communication of the preferred solution, blended learning for this OIP.

Chapter Three: Implementation, Evaluation and Communication

We understand change is difficult as it makes the known questionable and the unknown intimidating (Schein, 1999). As outlined in chapter two, the senior administrator members of the President Executive Council (PEC) use an adaptive leadership model. Change is typically announced and given as a ‘wicked problem’ for the middle managers/directors and faculty /staff members to shape and detail out (Buchanan, 1992; Century & Cassata, 2016). My role as scholarly practitioner leader is to use leadership and organizational change strategies to move MY-U forward in the academic plan (AP) via my role in a middle management layer in the Centre for Teaching (CT). An organizational analysis such as in chapter one and chapter two lay out the assessment and areas for improvement. This chapter will have specific details surrounding the improvement plan. Large scale change at MY-U is announced and given as a ‘wicked problem’ for the middle managers/directors and faculty /staff members to shape and detail out (Buchanan, 1992). This ‘big idea’ from President’s Council needs many processes and much support from the whole institution to implement. The suggested solutions in chapter two take into account the complexities of the organized anarchy and collegial intertwined models via a political lens at MY-U. Again, the PoP for examination is the fulfillment of a regional education mandate on MY-U’s satellite campuses. What strategies can be developed to address inconsistencies in the provision of regional higher education?

Change Implementation Plan

MY-U has a centrally located main campus with five regional campuses providing mainly professional programming such as Nursing, Education and Social work.

The regional campuses are located from 150 kilometers to 900 kilometers away from the main campus. Our population density in our vast geographic area is very low.

Additionally, this area the size of France, includes over half of the province's Indigenous populations (Local Government, 2017). The small student population of MY-U originates primarily from the local geographical area, with a higher than provincial average of 'first generation' students, Indigenous student population and older than average age of students (CUSC, 2019).

Cawsey, Deszca & Ingols (2016) change path model (CPM) is a framework chosen to present an approach to change for MY-U. By challenging stagnation and opening the possibilities to change, our leaders can think outside the usual processes and create lasting change. This leads to collaboration of leaders and a call for envisioning the change in smaller, obtainable parcels. By securing buy-in from middle management, it empowers the change players to begin the awakening phase in the CPM (Cawsey, et al, 2016). This exchange of information will be useful in the change of culture and practices the PoP represents as, although it appears to be a top down approach, it is really led by middle managers communicating and working together.

The preferred solution articulated in chapter two will be instituted by facilitating a pilot project of one Faculty group. As professional development and the research incentive begins to have faculty modify their courses for blended learning or an online version, the Reach for the North initiative can expand to other faculties. The professional schools program members who already offer programming in the regions are keen to have sustainable models of delivery, including blended learning or multi-access style classes.

Goals and Priorities. The overall goal of this OIP is to have increased availability of academically rigorous courses for our regional students in order for them to complete a credential: a certificate, diploma, or bachelor's degree in arts or science. MY-U is provincially mandated to provide HE to our region. This goal is one of several strategies to increase access to HE as well as increase enrollment. Analysis shows it is not possible to obtain a degree solely from MY-U away from the main campus. This little-known truth is contradictory to our message to the communities and needs to be rectified. Three priorities to accomplish the goals of this OIP include:

- Addressing the inadequate knowledge of pedagogical approaches
- Recognizing the needs of regional programming
- Actualizing a positive philosophy about student experience and success

In consultation with the Dean's Council and Provost, strategizing priorities will be a discussion among the student support teams. My leadership approach of transformational leadership combined with servant leadership will frame my communication messages and is based on my agency, working relationships with colleagues and my experiences at MY-U.

Priority one. CT team in conversations with faculty members have assessed that the overall knowledge of pedagogical approaches is inadequate. MY-U currently has the technology to provide 'wall-less classrooms' or blended teaching with multiple ways of getting the lecture material and knowledge to the student body (Khan, 2017; Owston, York, & Malhotra, 2019). The principles of universal design for learning (UDL) are also a pedagogical approach and could potentially aid Indigenous students in our courses (CAST, 2020; James, 2018). UDL promotes multiple ways of thinking and demonstrating knowledge. These pedagogical practices have had little uptake by faculty members due

the time consuming learning curve of changing of a teaching/assessment style and re-designing courses. Finally, the heavy historical use of face-to-face classes in the traditional 13 week semester allows a chance to review new pedagogical research into alternate forms of classes, such as flipped classes, the block models, and synchronous and asynchronous video delivery (Khan, 2017).

Priority two. Considering the traditional delivery methods leads to the second priority. The recognition of the needs of regional programming is a priority for MY-U in terms of our mandate as well as a chance to boost much needed student enrollment. Process alignments and adaptations throughout the university systems are needed to accomplish this. Registrar enrollments and scheduling for example, have unaligned processes with the regional campuses that hamper communications and student experience. In proposing new class types and semester lengths in priority one, this impacts the Registrar's processes directly. Without the administration support, the novel delivery methods of faculty members cannot be enacted in a useful and timely way.

Priority three. The last priority is to actualize a positive philosophy about student experience and success for MY-U. 'Student experience' and 'student success' phrases have become 'buzz words', a rallying cry for higher education change. However, in examining some of the current complicated processes for students, there are many barriers preventing student success. Is a process designed to give a reasonable student experience, or does it fulfill the administration process? A goal for this OIP is student experience and success which can be the measure of the fulfillment of our mandate. It must manifest as a philosophy, built into syllabi and teaching dossiers in order to be valid.

These three strategizing priorities support discussion among the student support teams. My leadership approach frames my communication with the other teams to bring about challenges to the common way of thinking and to begin exploring opportunities.

A new organizational chart is provided in figure six in order to demonstrate the complexity of processes involved in change. The proposed flattening of the reporting structures of support ring groups increases opportunities for collaboration. This new chart aligns departments of different administration teams with a centre focus of students and faculty.

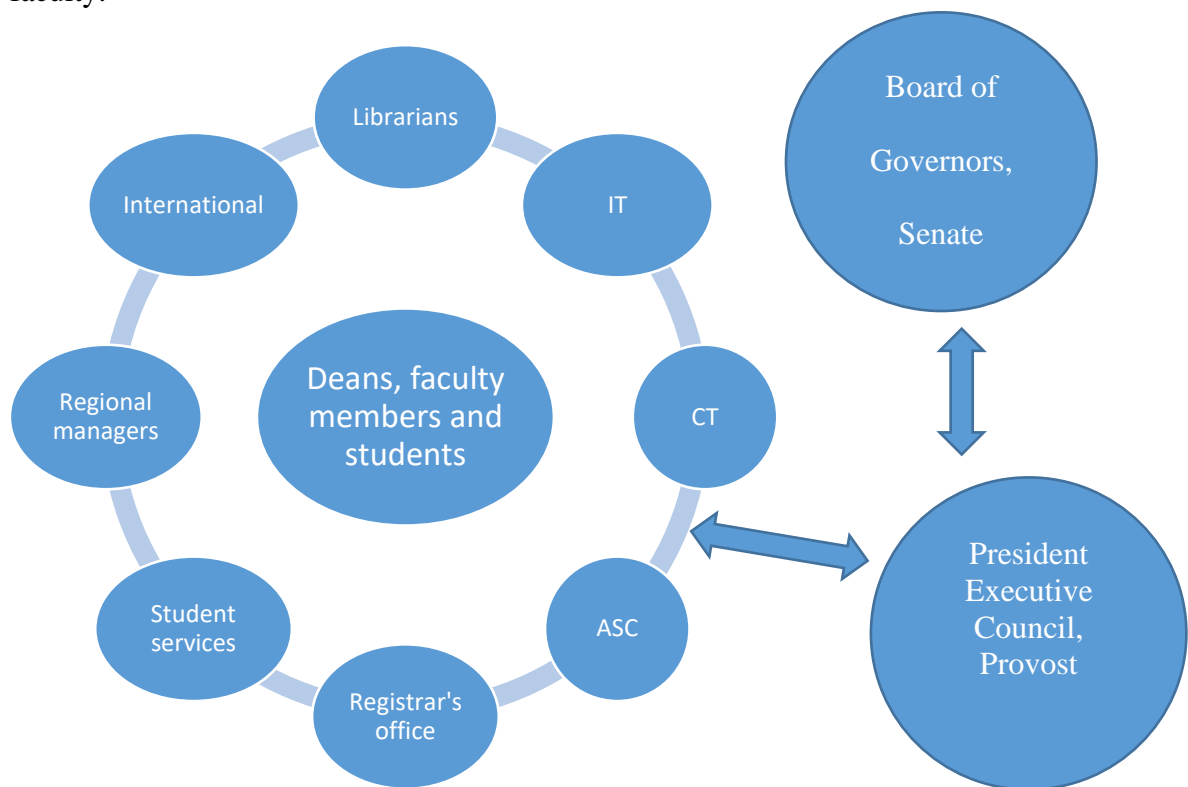


Figure 6. A new organizational chart for flattening the reporting structures of support ring groups to increase collaboration

We must begin with the five deans who are academic leaders and whose involvement represents the entry point for change in our academic hierarchy. The deans are responsible for budgets, faculty member workloads and the general tone for their

Faculty group of five to ten programs. Their support and understanding is vital. The deans report to the provost, who reports to the President's Executive Council, Senate and Board of Governors. For the pilot project in this OIP, only one dean will be involved but the initiative goals will be presented to all for their future consideration and clear communication. This information sharing and rationale for Reach for the North initiative will be one of the earliest points of contact in the next two months. However, the dean for the pilot project will have to formally assign the course workload to faculty members in October and can support the change in course design in May.

Specific support ring groups are involved in this plan and their roles are outlined in the following discussion. Each will have to examine their process to incorporate the supports or processes needed to add regional students in different modalities. The Registrar's office has processes for maintaining the academic records, scheduling of classes and program advising. As determined in chapter two, they need the longest time to create the course codes that will indicate if the course is blended learning, online synchronous or asynchronous. Work on this change would begin in May and completed by scheduling time in December. The timeline lens changes depending on the group as the Scheduling office is preparing the next year schedule and a possible five-year base schedule while faculty members think in terms of the next semester only.

Meanwhile, keeping the regional managers aware of potential courses for students to register in is important. Details of the proposed courses and finalized schedule can be shared in December. Regional managers would be advised and could start advertising the courses in January for the upcoming April 1st opening to register and course delivery in September.

The librarians give research and academic information support for faculty members and students online and in-house. They are well positioned to aid students on line and via video calls and could expand the offerings of these sessions. The librarians could be apprised of the upcoming courses in development in June and have the summer to review their workshops and supports. Those supports would be beneficial for all students.

The Academic Success team provides academic writing, study skills and support for all students but mainly on campus. They need to be nimble to provide more video link sessions for regional students. Discussions have already begun and continued backing from the support ring groups will allow them to enhance student success. They are part of the Student Services group and that team is versatile and always evolving.

Student Services covers a broad range of student life, wellness and orientation, again, mainly for main campus. The students who have medical accommodations have support in Student Services for interacting with faculty members. The student services team have already begun to consider the regional students and offering events in different formats. In terms of this OIP, they are leading the innovation for student support and processes.

Information technology supports the technology and software needed. They need to be aware of the potential increase in usage of our IT systems and plan systems improvements accordingly. They have to ensure our systems are compliant with the provincial privacy laws. This support group will be aware of computer system demands in December, when the draft schedule is formulated for review.

Lastly, the CT supports the faculty members and instructional staff to provide

evidence- based teaching practice. The faculty members have varying degrees of knowledge strengths and deficits regarding education and pedagogical practices. In terms of regional delivery, the most obvious path is fully online course delivery. Students work at home and engage with the material. It is generally known that a relationship with an instructor increases student engagement in classes and improves learning. An initiative proposed by our Provost looks at the more recent research in having wall-less classrooms, or a blended class. Students can be present in the bricks and mortar school, listening at home as the lecture is broadcast via a learning management system, or later after the class has been recorded (Owston et al., 2019). In line with UDL principles, having recordings with searchable closed captioning would benefit many students, such as international students needing more language processing time, hearing impaired students or students who wish to review topics. Internet service can be an issue for our regional communities and recordings can be in several formats, such as podcasts with low bandwidth requirements.

As well, the Registrar's office needs time to create a new category of class in this system. The standard lecture-based delivery of information has been challenged by experiential or active learning (Owston et al., 2019). The CT is responsible for the largest portion of the change in the OIP. The professional development of the faculty members is my responsibility as Director of CT and I will collaborate with other SOTL researchers to bring about these changes. The next area to discuss is the transitional plan and how to begin this change process.

Transition Plan

The transition plan is organized by Cawsey's et al (2016) four stages of change

pathway (CBM) with awakening, mobilization, pre-institutionalize and acceleration steps as previously shown in figure 4. These stages provide a flexible but directed change pathway. The pilot project will start with the Faculty of Arts as those courses comprise many joint degrees at MY-U and have the least number of prerequisites. The target courses are upper division, third and fourth year as the local colleges have mostly first and second year classes for transfer credit. After one year, Reach for the North can be delivered to the Faculty councils, chairs and faculty members who choose to participate. The professional schools are already exploring these delivery options for their programs and are the next logical choice for expansion. The Science Faculty deans will need to invest in the professional development and course re-design as they have been the most reluctant about pedagogical change.

Awakening. The introduction of the Reach for the North initiative begins with the Deans' Council and the PEC. The background of the goals and priorities of the PoP to legitimize the effort will be presented at this level. Support and understanding from these members will be needed to display agreement among the administration members and faculty members.

Beginning with the CT's area of influence, I propose a faculty professional development certificate to address priority one and three as previously described. Course content is the intellectual property right of the faculty member and the method of delivery is decided by the chair and faculty member. Teaching practices and skills professional development are voluntary and highly encouraged by Chairs, especially for newer faculty members.

The certificate has several components; an Instructional Skills Workshop (24

hours) (ISW, 2020), student engagement techniques in technology workshop (6 hours), instructional design in online or blended courses (6 hours), assessment and evaluation options (3 hours) and Universal Design for Learning principles (3 hours) as seen in Appendix C. The session contents are created by the CT team members and SOTL allies, with evidence-based practice models found in the literature. These sessions plus reflection time would be 45 hours of professional development to engage new and experienced faculty members to examine their teaching to beginning this summer. Faculty members impact student engagement and success so these topics are integral to the certificate.

All modules are evidence based and geared to give confidence to instructors to explore alternate class types. The pilot project would begin with five faculty members from the Faculty of Arts. The long term goal is to have most of the faculty members engage in this instruction, preferably from each Faculty. New faculty members and sessional instructors can also engage in these modules with recommendations from the dean on their hiring. Trained faculty members could become peer mentors for the rest of their program in the technology usage and student engagement in the blended or online model. The evaluation feedback from this program would guide creation of further topics for professional development. Webinars on specific topics and decision-making charts for types of technology choices can also be planned.

In order to allay possible concerns, the Registrar's office can place a limit of 10 digital students for the initial offering of blended classes. Instructors would use the simple lecture capture technique simultaneously while lecturing. The lecture recordings could then be posted for review. As this method gets natural for the instructor, the

restriction could be lifted and the cap size adjusted for the demand for the course. Faculty concerns about class attendance may be addressed with the metrics of the viewing of the recordings monthly. The regional managers can then build student awareness for their campuses, beginning with the pilot courses. This will be measured by the course codes discussed above and the enrollment numbers from the Registrar's office. The deans will also want metrics demonstrating the course remains academically rigorous.

Mobilization. After completing the professional development training, I propose a research project for interested instructors in the pilot program. By giving up to five instructors \$2000 each in funding for one term, they can hire a senior student to assist in transforming the course for a blended class (Bovill & Woolmer, 2018). This may decrease the workload concern of modifying a class. The goal is to shift pedagogical practice to include students in several class styles as well as assessment in order to be included in the write up (Botton & Gregory, 2014) The research would then capture the process and the instructor's responses to the teaching style and can be published in scholarship of teaching and learning journals. Student's impressions could also be used to give feedback to the instructor and inform curriculum (Bovill & Woolmer, 2018). This may decrease the workload concern of modifying a class. The goal is to shift pedagogical practice to include students in several class styles as well as assessment in order to be included in the write up (Botton & Gregory, 2014) The research would then capture the process and the instructor's responses to the teaching style and can be published in scholarship of teaching and learning journals. Students' impressions could also be used to give feedback to the instructor and inform curriculum improvements (Bovill & Woolmer, 2018).

Acceleration. To accelerate the change, I propose to feature faculty members and their stories of success or tribulation in the quarterly CT e-newsletter. A larger festival of teaching celebration for faculty members during a Senate meeting would also accelerate and inform others of these techniques. This recognition may garner interest in the initiative by prodding professional pride. The chairs and deans can nominate faculty members to celebrate those with course enhancements that others may like to learn from. Small awards and a poster display day would highlight these innovations and add to a faculty member's CV. Completion of the certificate program will be celebrated. A minor competition to see which Faculty has the most certified instructors could engage the competitive nature of faculty members.

Institutionalization. Successful completion of the pilot project, with faculty members integrating blended and blended class pedagogical practices would begin to incorporate these into the institution's fabric. I propose the creation of faculty fellows in order to have multiple perspectives for the content of the teaching certificate after the pilot project. MY-U will have many faculty members in several disciplines who model evidence-based practice and we can draw on their expertise. Faculty members serving in this role demonstrate their successful integration of learning pedagogy via the webinars and workshops they assist to create for CT. This additional knowledge will give breadth to the workshop material and dispel discipline specific pedagogy restrictions. Faculty members will also raise the importance of SOTL research in their field. Continued modeling and supporting of these new practices will bring about increased student enrollment from the regions, from mature students seeking flexible courses, as well as students looking for a different university experience. This ties back to the AP and the

destination university distinction we are trying to build.

This transition plan will only succeed if monitoring and constant evaluation can occur. A tool to frame that assessment will be discussed in the next section.

Change Process Monitoring and Evaluation

Hall's Concerns Based Adoption Model, (CBAM), has three useful diagnostic tools to critically assess the magnitude of the processes (Hall, 2013). The stages of concern and the levels of use are the building blocks for the last stage, the innovation configurations (Christou, Eliophotou-Menon, & Phippippou, 2004; Hall, 2013). An assessment of the support ring and faculty via this model will give three measures to view throughout the change process (Hall, 2013). CBAM is a robust model to lead the pilot project and eventually expand to include all five Faculties. The assessments remain valid from assessment to five faculty consideration. Faculty members are viewed as one set for this assessment, however, there are varying stages of knowledge adoption relating to experience levels in that group. Ongoing conversations between the support ring groups in senior leadership council regarding similar issues have given me insight into the stages of concerns analysis as part of the CBAM (Hord, Stiegelbauer, Hall & George, 2006). These groups provide a connection to the Awakening of the issue as well as the beginning of Mobilization (Cawsey, et al, 2016).

For this model the beginning *stage of concern* (SOC) constructs consider the feelings and worries about a change from the people involved. It moves from the individual becoming interested and wanting more information, to how to task and management the change, to finally three levels of impact (Hall, 2013). This also links Gudykunst theory (1998) of anxiety\uncertainty management (AUM) theory mentioned

previously. Gudykunst (1998) developed this theory in the use of intercultural relations. It examines how much uncertainty and anxiety pertaining to change is apparent. If the anxiety or uncertainty is too great, the process will not be enacted. If the balance between anxiety and uncertainty are in a reasonable proximity, the change may be exciting. This helps limit the paralysis by analysis overthinking that can stall change (Taibbi, 2019). Having this knowledge may be helpful when interacting with the stakeholders and lessen the disempowerment of change (Waks, 2007). Awareness of these anxieties and ways to mitigate them are key to introducing a change at MY-U.

Effective change management includes these process characteristics:

- “assessing an organization(s) and its leaderships capability for change”
- identifying and anticipating people-related risks and concerns
- gaining buy-in of key stakeholders and leaders for the changes
- addressing organization and cultural issues that may impact project success
- developing targeted approaches to communication
- building training and support for users at all levels
- creating a process and approach to guiding individual behaviour throughout the organization, both for the project under consideration and for future changes”

(Napier, Amborski, & Pesek, 2017, p. 132)

Levels of use. Levels of use (LOU) represent categories of three ways of being a non-user and five different ways of being a user (Hall, 2013) as seen in Appendix D.

These different levels address behavior along the continuum from doing nothing, to being a novice, to being an expert allowing us to assess how change is going, acquiring information and sharing with others about what a person/group is doing. LOU does not address attitudes and feelings like SOC, but actions (Hall, 2013).

Lastly, the innovation configurations (IC) allow us to map today’s level of

engagement and qualify how the change is proceeding (Hall, 2013). This will be interesting to note when the pilot study finishes and other Faculties engage in the change. I predict that each group will proceed differently to a similar result. This mapping would be completed after the pilot program to inform the plan of the full implementation of the OIP. Additionally, the PDSA cycle of change management is integral in tracking the pilot project's change process with each stakeholder group. As a facilitator of change, my role will be to guide a PDSA cycle in each area in the pilot project. The PDSA cycle can then be integrated to assist the accomplishment or re-aligning of the goals for each stakeholder group.

The Deans are five newly appointed leaders in the MY-U Faculty restructuring. Since regional delivery of programs is also newly re-assigned within their portfolio, a discussion regarding the current understanding and the future possibilities is important. As previously discussed, the use of regional campuses as extensions of professional programs has limited the selection of courses as well as the degrees available. My assessment of the Deans position is the beginning of LOC -*Orientation and Preparation Phase* (Hall, 201, p.273). They are seeking information and framing the knowledge into a network to which they can relate. This impacts the measurement of change required in relation to other groups on campus as they need more background and specific timelines to understand the change for the next two years. The deans are also in SOC stage *Task Management*, fairly objective in their duties and roles (Hall, 2013).

In the Registrar's office, the LOC is the *Mechanical Use level* (Hall, 2013, p.273). This level maintains the system is in a poorly coordinated level and users are attempting change (Hall, 2013, p. 273). The Registrar's system has had alternate and feral systems

(Brown, 2014) to schedule and register classes on both main campus and regional campuses. The scheduling software has recently been re-built as it was failing. Other processes are not efficient and causing many overlaps in duties. Regionally, the space is often shared with another user, a local college for example. This complicates the communications, scheduling and the actual times that classes can be scheduled (ex. doors auto-lock at 4:30, while we run evening classes) from MY-U. Additionally, the graduate students must use paper registrations, while the undergraduates can register online. This vastly slows the system as the paper is circulated for signatures, including for the fully online degrees. As well, block registration for undergraduates is not yet possible. A block registration allows students in a professional program on a prescribed course progression to register for a semester, without registering in each individual course. This better utilizes the enrollment officers' and advisors' time to serve students. The general SOC for this group would be the top level, *Impact With Examining The Consequences* of even minor changes in their systems.

CT has already been working with the Registrar's office to update class codes in the scheduling system. These reflect the type of class; such as active learning, blended-face to face and online, online with synchronous sessions, asynchronous, and blended classroom. These codes also allow for the request of a certain type of classroom on campus. These codes allow the regional managers to see which courses may be accessible for the regional students and communities. The codes also provide metrics in usage in course delivery methods. This data will be used to measure the extent of uptake by faculty members to integrate new blended learning or other methods in our implementation. This information is an example of study in the PDSA cycle in

demonstrating small scale change and planning for action (Donnelly & Kirk, 2015).

The Librarian group is very student focused and would like to increase support for regional students in many different ways. Their initiatives have included an app-based chat widget, creating discipline-related library guides and many workshops and drop-in sessions. The librarian for a specific discipline will come to your introductory class and be listed in the learning management system per course. My assessment is that they are in the *SOC Impact Stage* and seeking refinement as the number of regional students increase (Hall, 2013). They are also *LOC Refinement Phase*. This group is very well positioned to mobilize and accelerate the change (Cawsey, et al, 2016).

In contrast, the Academic Success group is in the *LOC Stage-Routine and the SOC Concern- Task* (Hall, 2013, p. 273). The staff are certified tutors and reluctant to change their approach from their certification standards. They can provide metrics to support the centre's usage rates. As tutors, they track the common types of student questions and prepare seminars and materials on that basis. When the types of questions reach a tipping point, including regionalization issues, the tutors respond with material creation. This is a slow process as they want to demonstrate the need was there before investing the time in material creation. Concerns about increased demands for their services in the current operating model have been discussed as they feel understaffed to serve the student population now. Once the pilot project has been completed, this group has to study the results before they will change their methods. Change leaders will have to give this team ample notice of any changes to be considered if wider uptake of the online classes occurs. Encouraging this team to suggest modifications to their tutoring certification standards may be mobilizing in the longer term.

The regional managers are both relatively new to MY-U, and their role has been revised from previous regional chairs. Faculty and main campus administrators are unfamiliar with how to work with these managers. Regional managers are in a beginning of *LOC -Orientation and Preparation phase*, like the deans. (Hall, 2013p.273). They are seeking information and framing the knowledge into a network they can relate to while engaging the community they are located it. As they are very new to MY-U, they are both still in a *SOC of Self* and discovering their role in the MY-U culture. A conscious effort has to be made to integrate these managers into discussions on the main campus as they are easily overlooked. I invited them to monthly meetings to discuss teaching issues as well as they provide course suggestions, informal feedback from students and other roadblocks they can envision from their campus.

Student Services are also ready for mobilization as they are in a *Refinement LOC* and in *the Impact Collaboration SOC* (Hall, 2013, p.268). This group has been recently revitalized with a new director and gives more voice to student needs on campus and engages with many aspects of students' lives. The team members are constantly looking for evidence-based, creative ways to engage and support students. They collaborate well and bring a different lens in examining any situation. For the pilot project, this team is watching the techniques and evaluation of success in the blended learning courses. They would like to complete online orientation and other educational modules based on our success. The director also feels that if they can orientate students online, there may be larger uptake for online blended courses as students are comfortable with the methodology.

The informational technology group needs time to assess the impact on the

current systems and day-to-day operation of the university systems. *Task and Process Management* would be their initial stage for this process. Since they are quick adapters to changes in programming and software, they often forget that students and faculty members are not as adaptable. *The SOC* for this team is *Task* and the *LOC* is *Routine*. This group must also evaluate the existing infrastructure in terms of new software that could bolster productivity on MY-U while being cost effective. They have recently begun examining open source video conferencing in light of the restrictive FOIPPA in this province. Working closely with this team will keep the faculty members apprised of software and infrastructure changes.

Most members in the Faculty of Arts for the pilot project are experienced educators and supporters of SOTL research. Several have teaching awards and have supported the CT in knowledge mobilization in the past. In general, this group's *level of SOC Impact And Ready To Collaborate* (Hall, 2013). *LOU* is *Refinement* as the faculty member is considering making changes to increase outcomes and delivery of their course, making them a good choice to begin this OIP (Hall, 2013). A member of particular interest is a 3M National teaching fellow and can provide mentorship to other faculty members. Several members are also MY-U teaching award winners.

Lastly, the CT and my team are further on the mobilization pathway. My team has been suggesting and promoting methods to reach regional learners in more substantive ways for years. I believe LOU places us in the *Refinement And Integration area* with typical behaviours to increase student contact regionally and to collaborate with faculties to use alternate teaching techniques (Hall, 2013, p. 273). Our enthusiasm for teaching technology may be somewhat intimidating for others who are in an exploratory or

preparation stage (Hall, 2013 p.273). Our SOC is *Impact With Collaboration* and growing of those links as our goal.

Table 2 is an overview of the Hall model LOC for the support groups. These measures and decision points will be frequently assessed via a PDSA cycle in the interactions with CT. Long term goals to be evaluated in two years are proposed.

Table 2

Summary of Level of Use

Academic Support group	Level of Use Currently	Decision points	Long term goal in 2 years
Deans	<i>Preparation</i>	Seeking information and enrollment	Routine and support for further innovations
Registrar's office	<i>Mechanical</i>	Better use for students	Refinement of processes
Librarians	<i>Refinement</i>	Wants to increase usage for all students	Integration into all academic areas
Academic Success	<i>Routine</i>	Routine pattern of support	Integration of new ideas for students
Student Services	<i>Refinement</i>	Better supports, pathways for success	Renewal and growth of student success
Informational Services	<i>Routine</i>	Capacity building of software	Refinement and value retention
Centre for Teaching	<i>Integration</i>	Influencing a SOTL culture shift	Renewal and continuing of culture refinement

Note. Adapted from Hall, G. E. (2013). Evaluating change processes: Assessing extent of implementation (constructs, methods and implications). *Journal of Educational Administration*, 51(3), 264–289. doi/10.1108/09578231311311474 Copyright 2013, Emerald Publishing Group. Reprinted with Permission.

Resolving some of these course administration issues will have user-friendly and timely changes in the processes to inform students of their learning choices and degree options. Communications between all these groups is to be supported and highly

encouraged by monthly Deans' Council. Moving each group along this framework to the *Integration and Renewal phase* in LOC would signify the successful integration of a change system (Hall, 2013).

Measureable outcomes. The detailed measurable outcomes for this organizational improvement plan are summarized and displayed with the interaction with the groups mentioned earlier in Appendix E. As a servant leader, a strength I have is building and maintaining relationships between these stakeholders. My leadership style also advocates for personal transformation with the professional development opportunities as well as keeping the focus on student-centred learning on all campuses.

Support and approval for the pilot project from Deans and senior administration members is the first outcome in the *Awakening Stage*. A second outcome is having faculty members willing to take the time to modify courses and take a chance with this methodology. A *Late Mobilization Stage* outcome is the successful delivery of these courses. From there, the outcome evaluation of the understanding and uptake of faculty members can be assessed for preparation to go to the wider university community.

The OIP will begin with a pilot project as seen in Appendix F, which is a detailed Gantt chart of the timeline. Upon completion of this trial, the learning obtained will be transferable to approaching other faculties. Each Faculty will have different cultures to work with and may choose to solve the PoP in a unique way. Having the support ring groups in a positive change state will further support the proposed solutions or courses designed. As a change agent, leader, practitioner, the overall communications for the development of events would rest in interactions with the deans, faculty members, support ring members and students. Mapping the changes via Cawsey et al. (2016) CPM

allows feedback to re-enter the system frequently (Cawsey et al, 2016). Senior administrators want the high level progress while the deans and regional managers want more granular progress. The PDSA cycle can be integrated into conversations to provide a structure to monitor small incremental changes that eventually show the larger accomplishments (Donnelly & Kirk, 2015). Hall's levels of use and stage of concern when communicated can give leaders a chance to understand co-worker dispositions in the communication of the change; then map the subjective SOC and objective LOU measures over time (Hall, 2013). Thus, a strategic communication strategy and timely goals will support successful change in regional education at MY-U.

Plan to Communicate the Need for Change and Change Process

A communication goal is to begin to break down the silos surrounding closely related working groups and create a unifying framework (Heide, von Platen, Simonsson, & Falkheimer, 2018). For MY-U, it is a chance to move to more nimble conversations, for managers to shift to loosely structured networks, guided by values and visions, innovative team work, and flatter reporting styles (Heide et al., 2018). This supports the main aim of strategic communication as "transdisciplinary, holistic and inclusive field of knowledge" (Heide et al., 2018, p.452). The metaphor of the symphony is useful to envision all players on the same page (Morgan, 2006). This OIP will be most effective with a clear, constant message and open lines of communication. Armenakis and Harris (2009) provide a model that dovetails well with the CPM levels (Cawsey, et al, 2016). MY-U lacks internal communication templates or protocols to shape the communication plan and this OIP will provide its own.

This model consists of five key components designed to create readiness for

change. The five beliefs are: discrepancy, appropriateness, efficacy, principal support and bearing (Armenakis & Harris, 2009). Discrepancy displays a significant gap between the current state of the HEI and where it could be. Appropriateness is the belief that a change designed to address a discrepancy is the best one for the situation. Efficacy refers to the belief that the change recipient and the organization can successfully implement a change. Principal support is the belief that leaders in the organization are committed to the success of a change. Finally, bearing reflects the belief that the change is beneficial to the organization. These five beliefs underscore an important role in the three steps of the change process: readiness, assessment and institutionalization and aligns with CPM (Armenakis & Harris, 2009; Cawsey, et al, 2016).

The focus is mainly on transformational leadership and inspiring visions in addition to an employee-centric focus representing considerations employees have about embracing or rejecting the change. It also aligns with an active participation strategy and my own leadership style (Armenakis & Harris, 2009). Active participation in the change process is evident in the OIP as I encourage faculty members to master skills, learn vicariously, and participate in the decision-making processes of committees. This participation leads to higher success (Armenakis & Harris, 2009).

The change message can be organized using a strengths, opportunities, aspirations and results (SOAR) analysis to demonstrate readiness (Cole, Cox, & Stavros, 2018). This analysis can be completed during PDSA cycles as well. The SOAR template describes the situation in strengths, opportunities, aspirations and results (Cole et al., 2018). A very positive way to denote gaps in the university model and encourage buy-in from all levels. My-U has themes to build on in this messaging including ‘student engagement and

success', 'for the North' and 'growing our own' to demonstrate a consistency to our organizational values.

MY-U again demonstrates organized anarchy by not having an internal communications policy. Our communications office has a mandate for all outward facing websites, media relations, research stories and community connections. Large town hall forums are used to inform of university wide issues like budgeting. We have a guest presentation system that allows 10-15 minutes at the beginning of chairs councils, faculty councils, and senate to communicate a topic. Typically, minutes from college councils, senate sub-committees, and senate provide a frame of reference for communication. This is part of the richness of communication and sharing of information (Bowditch, Buone, & Stewart, 2008). The interpretation of the message is clear to participants these groups and they have had time to question wordings or ideas in person (Bowditch, et al., 2008).

Senior leadership council comprises of all union exempt staff and meets quarterly. Internally, administrative assistants work with program chairs or managers to control access to the main campus email lists. There is a general announcement list and undergraduate and graduate student list. Each of the five Faculties maintains a list that shares council meeting agendas and minutes. Each program has an email list or a communication centre in the learning management system. Each union also maintains a member email list. Additionally, each administration area and program has a webpage that can be used to host information open to the public. New initiatives have created an internal file system for all information for internal communication of documents. This leaner type of communication is useful for routine information but can lead to various interpretations of the message (Bowditch, et al., 2008).

Readiness for change. My-U has been unsettled during labour disruptions and the recent academic re-structuring. Understanding this history allows the communication to focus mainly on the strengths of our faculty members by appealing to their commitment to student success. This may help bridge the gap between faculty members and administration staff as faculty members did not feel valued or understood. We can build on the success and accomplishment of the faculty by reaching out to more students in the north, hence our “Reach for the North” initiative.

Aspirations for MY-U are linked to the AP and ARM that all members of the university contributed in creating. These documents has been shared and expounded upon in meetings, councils and senate (Academic Action Plan – Final, 2017; Academic Road Map, 2018). The destination university label we hope to grow is one goal, for example. By linking the OIP goals to the existing AP, it encourages a motivation to achieving these goals and makes communication of these ideas clear. Opportunities in the readiness stage are drawn from the gap analysis assessed in chapter two. MY-U has a myriad of pathways we could explore, and this OIP is just one of the many. Results are important to note in the readiness stage as measures of success. Being clear with the pilot project goals will then allow the involvement of a larger number of faculty members.

Assessment. Assessment for the communications plan overlaps with the readiness stage but can demonstrate the opportunities for faculty members to contribute. All meetings tend to follow the formal Robert’s Rules of motions, approvals and minutes. Some complain that this system is archaic and rigid. Moving away from Roberts Rules for meetings can work towards a more collaborate think-tank setting, which will enable communication and ideas to flow more organically and freely among members. The

deans encouraging discussions at open meetings so they can explore and engage the strengths and resourcefulness existing in the Faculty and organization is important to move to the next stage. The occasional use of town halls and world café sessions are also a move to less formal but effective transmission of information. This is in the awareness change phase of the CBM.

Management of information. A consistent message regarding the development of these new delivery models, the goal of great student success, and enrollment will be important. CT can be one area of information dissemination and curation. Frequent updates to a webpage regarding the professional development, having FAQ's about course delivery and engagement techniques and providing project updates in senior leadership council meetings are all common practice for the CT. Webinars to refer to are another effective strategy for MY-U and are stored in the media server for future viewing. This initiative is only one of several that middle managers are proceeding with but it has the most impact on faculty roles and feedback. As the lead professional development team, we also have many personal conversations with faculty members in regards to their teaching or use of the learning management system. This more informal approach allows for questions that may not arise at a larger meeting. We can collect frequently asked questions and update our website. The *Mobilization Phase* of change is initiated as progression is starting.

Active participation. The message can vary by having many people involved in a project and disseminating ideas. The chance for active engagement with the OIP project with having the support ring group's council, deans' Council and Faculty Councils, occurs. It also minimizes the distortion of retelling the message several times (Napier, et

al., 2017). This area of interaction is integral to my CT role. The professional development workshops are also a key place for keeping a clear message of the goals as we can speak informally. Again, this stage aligns with the *Mobilization and Acceleration Phase* of the change plan.

Persuasive communications. Persuasive communication involves transmitting the message to others using memos, emails and video calls (Armenakis & Harris, 2009). It can be helpful for a short while until the inbox becomes saturated and then ignored. When the initiative is widely known and generally understood for what it represents, this type of broad engagement is useful. A SOAR analysis gives positive themes to evaluate and expand with (Cole et al., 2018) when evaluating the plan. A personal conversation in informal settings may initiate active participation and the extra time involved can be more persuasive in the end. The faculty recognition in Senate may be a persuasive tool as well. This stage aligns with the *Acceleration and Institutionalization Phase* of change.

In summary, the clear messaging for this OIP includes common understood phrases for student engagement and success, appealing and building on faculty members' strengths, aligning with the AP and roadmap terms, such as 'grow our own' and supported by service and student groups on campus. Figure 7 graphically represents some key elements for consideration for clear communication. CT can be a resource in providing and maintaining the information surrounding the change process.

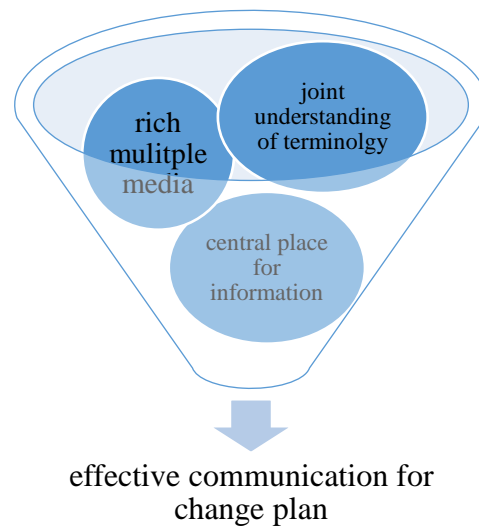


Figure 7. Elements of effective change plan for CT

This plan incorporates successful characteristics outlined by Napier et al., (2017) such as assessing capability for change, identifying and anticipating concerns, gaining buy-in of key stakeholders and leaders, developing targeted approaches to communication and understanding individual behaviour throughout the organization, both for the project under consideration and for future changes (Napier et al, 2017).

Next Steps and Future Considerations

The future is exciting for MY-U. My leadership and sphere of influence in MY-U can follow through with the next two immediate steps and begin to consider four future opportunities. This OIP can aid in establishing connections with the support ring groups and a closer connection to faculty members. That increased collaboration will allow MY-U to begin to facilitate other goals of the AP. The delicate balance of tradition and reform create an underpinning for this improvement plan. Two next steps and four future considerations will be outlined.

Next steps. The changes outlined in this OIP to begin to increase degree opportunities for students in our regions and other campuses will be impactful for our

mandate. Several benefits and metrics can be reported back to the provost.

Reach for the north initiative. When the pilot project is successfully completed and celebrated, the next step is to scale the initiative to a larger audience. This involves approaching a larger Faculty or program group. Using the same professional development process, the faculty members can begin to rethink their course syllabi. Faculty members can reflect on their teaching philosophy and create a community of blended learning practice. Two professional programs have expressed interest to have their entire program in a blended model. The benefit of serving more students while allowing faculty members to be based anywhere is a sustainable financial model. The methods and processes that have been established and evaluated in the support ring groups will then be ready to scale to the larger institution as well.

Support Ring Development. Time invested in aligning processes and building trust between these groups must continue for student experience and success. This next step will also reduce some of the misconceptions that have developed over the last several years with labour unrest periods. Flattening of the organizational structure in the ring model could empower collaboration and communication between faculty members, support staff and administration members. The goal of reducing silos of information can be accomplished as well. Other considerations will guide the future of this OIP.

Future considerations. When using the newly established organizational chart, several opportunities arise for future improvement and renewal. These four suggestions will become a road map in the future change directions for MY-U.

CT development. In being a change agent, more opportunities will arise to act on. The CT does not have a long-term plan laid out for future development. CT needs to

create a blended learning strategy, teaching philosophy with learning outcomes and increase SOTL research. CT would like to expand into curriculum mapping and quality assurance of courses, but resources are needed. If a project such as the OIP is successful, the need for quality assurance will become evident. As well, the CT would like to have the professional development for Reach for the North accredited via the provincial organization to give more weight for the completion of the program. This certificate can become part of a new faculty requirement for employment and accomplished over the first two years of appointment.

Indigenization. This OIP has looked at blended learning and alternative delivery methods. It has laid the groundwork for a cultural change similar to the academic plan. As noted in chapter 2, an entire review of higher education and our local communities' needs have to be completed. To follow the TRCC's Calls to Action (TRCC, 2015b), a new vice-provost of Indigeneity (VPI) will be appointed. The CT will assist this VPI when he is ready to review our teaching practices and delivery. We are ready to create professional development as well to assist ways to indigenize teaching at MY-U. CT has been called an ally in the Indigenous process for MY-U and we consider that an honour. The expansion of programming into the home communities of our Indigenous nations to preserve and teach their languages and culture is a wise next step.

My role in the CT will be supported with my personal leadership style and integrating the proposed wholistic transformation leadership model for MY-U.

Scholarly teaching research recognition. The creation of a CT faculty fellow program will enhance and highlight the importance of scholarly research. Further steps include expanding the MY-U program to be modelled after the 3M National Teaching

Fellows program (STHLE, 2020). This community of practice can collaborate on SOTL research and best practices for our setting. These faculty members can mentor and support other members. Additionally, increasing the importance of SOTL research on campus will bring new-evidenced based practices to campus.

Student voice and involvement. As students become more consumers of higher education than in previous generations, the inclusion of student voice in change process becomes vital (Haigh, 2008; Levin, 2005). International students who are vital in research programs and enrollment quotas need a voice to engage so their needs can be met outside the classroom in the foreign land they have come to (Nerad, 2010). University administration leaders need to rethink our committee memberships and provide opportunities for students to have input and power in decisions. Student senators, research ambassadors and teaching assistant trainers are some of the ways to incorporate student voice. MY-U can use appreciative inquiry (AI) processes to envision successes for students (Cooperrider, Whitney, & Stavros, 2005). The brainstorming and positivity that can arise in AI will help generate exciting ways for students.

These next steps and future considerations ensure that MY-U cannot become complacent about change. We need to continue to engage our students, stakeholders and Indigenous communities to fulfill our mandate. MY-U also needs to invest in SOTL recognition and have the infrastructure to support researchers who provide evidence based practice.

Summary

This chapter completes the OIP. The preferred solution was articulated and a change management plan created. As well, a communication plan to assist in the

successful implementation of the plan was created. My role as scholarly practitioner leader is to use the leadership and organizational change strategies to move MY-U forward in the academic plan (AP) via my role in a middle management layer in the Centre for Teaching (CT). By securing buy-in from middle management, the change players are empowered to begin the Awakening Phase in the CPM (Cawsey, et al, 2016). This exchange of information will be useful in the change of culture and practices. Although the plan appears to be a top-down approach, it is really led by middle managers communicating and working together. Several considerations for the future were provided, as a plan such as this is not exhaustive but rather the beginning of a journey.

Conclusion

Constant innovation and streamlining of processes is desired to further the success of the establishment of most organizations. Universities are no different, considering the creation of knowledge is paramount in their mandate. Yet, typically universities are mired in tradition and time honoured practices constraining change (Altmann & Ebersberger, 2013; Krull, 2012). The delicate balance of tradition and reform create an underpinning for this improvement plan.

These chapters have outlined the change plan for the PoP of examination in the fulfillment of a regional education mandate on MY-U's regional campuses. A strategy was developed to address some issues in the provision of higher education for the five regional campuses. Distance and remoteness are factors as the regional campuses are located from 150 to 900 kms away from main campus. Our population in our vast geographic area includes over half of the province's Indigenous populations (Local Government, 2017), higher than the provincial average number of first generation

students, with the average age of students above the provincial average age (CUSC, 2019).

The overall goal of this OIP to have increased availability of academically rigorous courses for our regional students in order for them to complete a credential away from the main campus. A proposed leadership model of *wholistic transformation* specifically designed for MY-U unique culture. This model begins to incorporate Indigenous ways of thinking to colonial leadership practices. Three priorities to accomplish this OIP have been derived through my experiences and agency at MY-U.

The change plan begins with a pilot project with a small program in a Faculty to address these three goals. Buller's (2015) statement, "spend your time improving the culture that produces the outcome" illuminates a focus to begin with (p. 217). Given the current organizational context, the degree of required change, and the institutional and discipline's history, regional delivery must become a focus for the entire institution.

The professional development program created highlights the knowledge gaps that exist for faculty members regarding on line and blended pedagogy. Faculty members are provided with funding to hire a student assistant to revamp an existing course be a blended class. If the pilot is successful, the program will expand to include all Faculties. Teaching Center Faculty Fellows, faculty members who choose to share their knowledge and experiences, can be created to mentor others. The focus is on transformational leadership and inspiring visions in addition to an employee-centric focus representing how employees make their considerations regarding embracing or rejecting the change.

The goal and priorities for this OIP are the result of consultations, reviews and theoretical applications and analyses. MY-U can be the HE institution for the north and

continue to grow successful students, successful faculty and successful communities.

What an honour for me to be suggest a plan in overcoming a ‘wicked problem’ faced by MY-U (Century & Cassata, 2016).

The world events since December, 2019 have impacted this OIP greatly. The need for curtailment of public and social gatherings to contain the COVID-19 epidemic was shocking. The work from home order was challenging. The scramble to find videoconferencing software that fit in the provincial privacy laws occurred. Those laws were relaxed by a temporary provincial order. Training faculty members with new-to-them technology was quickly undertaken and they demonstrated remarkable resiliency. The sudden move of the remaining MY-U classes to online or alternate delivery in less than one week was astounding!

Long term planning to have the fall 2020 semester also delivered with alternative methods of teaching has started. Faculty members have been forced to change their delivery methods and re-examine their teaching philosophies to interact online. General culture shock has ensued and coaching/mentoring conversations have sprung up university wide. Course syllabi need to be re-vamped with new pedagogies and my team at CT continues to provide much assistance. Students have been resilient in changing learning modes as well. Enrollment for the fall is not impacted as greatly as once feared. Regional students can capitalize on the expanded course offerings online and are requesting the continuation of these methods. The pilot project for this OIP is no longer necessary and the full professional development certificate is proposed to be offered by June 2020. The potential for blended learning has been demonstrated and the CT team hopes to capitalize long-term on that change.

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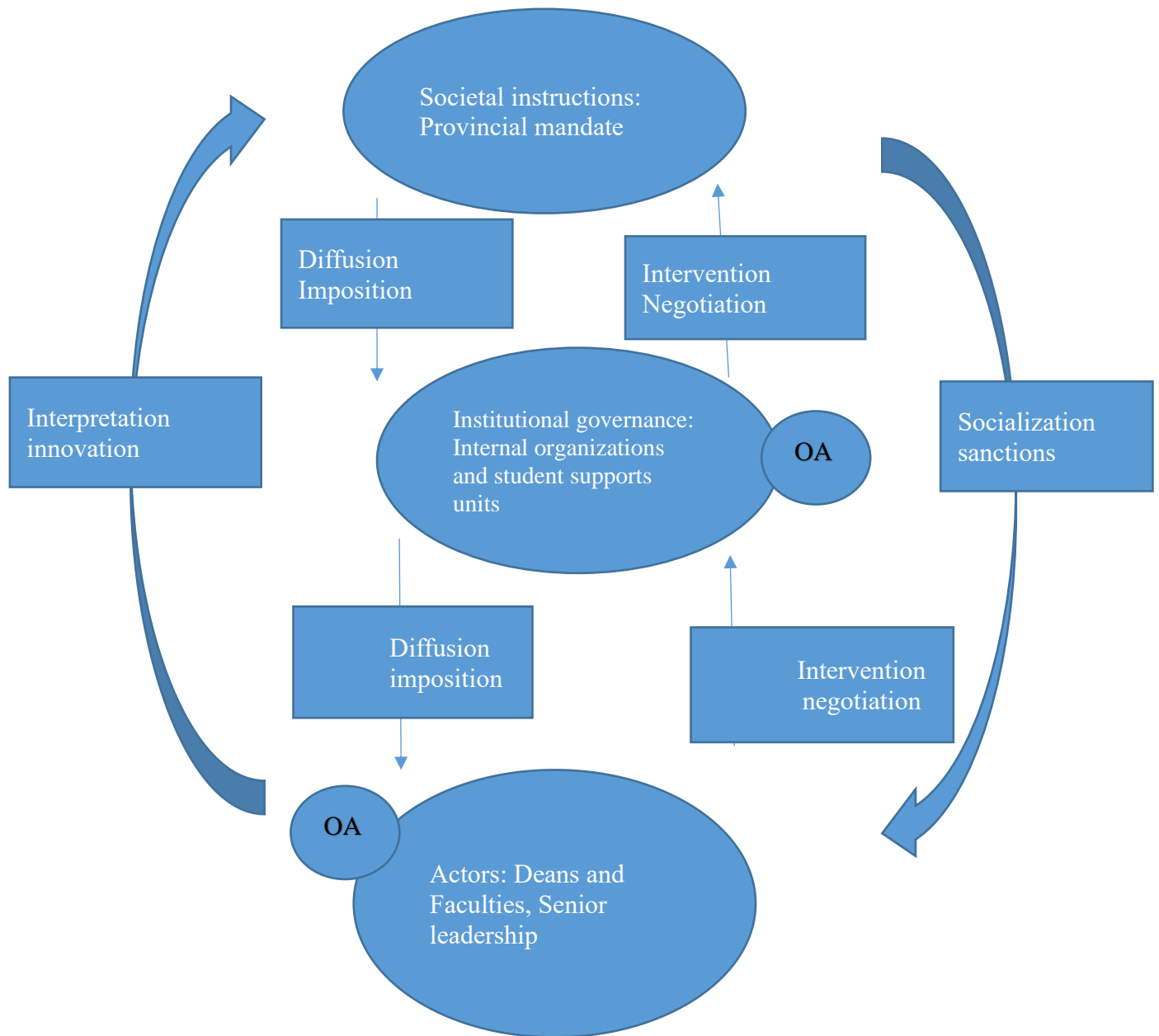
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Appendix A: Institutional Theory Diagram for MY-U

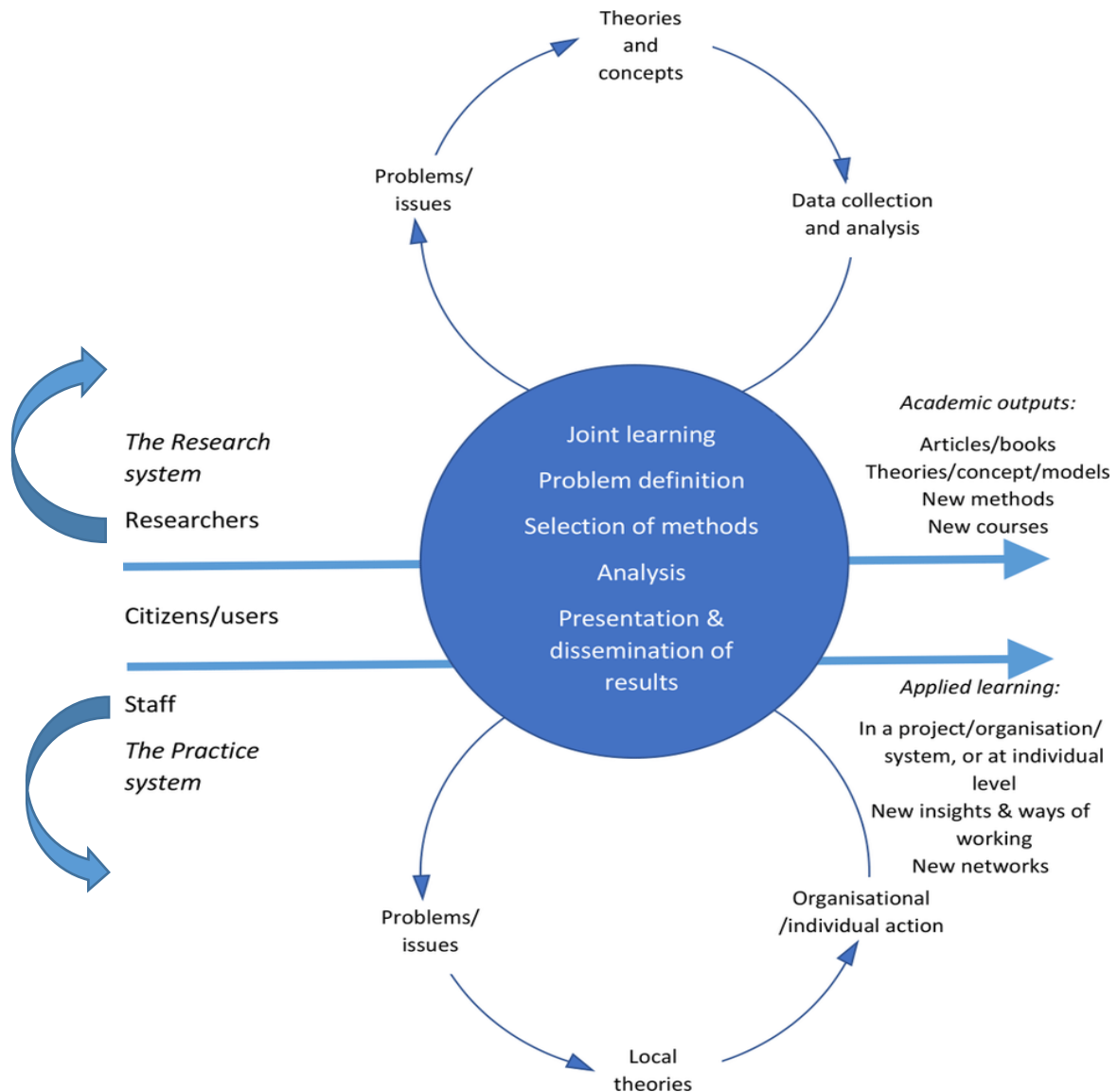
This diagram demonstrates the many influences and interplay in institutional theory for MY-U. Organized anarchy (OA) areas noted.



Adapted from Austin, I., & Jones, G. A. (2016). *Governance in Higher Education*. New York: Routledge, p.27.

Appendix B: Model of Approach Pathways

This model is showing Staff vs Researcher approach pathways and outputs. The research stream takes longer and can frustrate the staff who work in a different direction.



Kjellström, S., Areskoug-Josefsson, K., Andersson Gäre, B., Andersson, A. C., Ockander, M., Käll, J., Robert, G. (2019). Exploring, measuring and enhancing the coproduction of health and well-being at the national, regional and local levels through comparative case studies in Sweden and England: the “Samskapa” research programme protocol. *BMJ Open*, 9(7), e029723. doi/10.1136/bmjopen-2019-029723

Appendix C: Proposed Faculty Teaching Development Certificate

Proposed Faculty Teaching Development Certificate: 45 hours total

1. Instructional Skills Workshop (3 days) 24 hours.

The Instructional Skills Workshop is offered within a small group setting and is designed to enhance the teaching effectiveness of both new and experienced educators. Using an intensive experiential learning approach, participants are provided with information on the theory and practice of teaching adult learners, the selection and writing of useful learning objectives with accompanying lesson plans, techniques for eliciting learner participation, and suggestions for evaluation of learning.

This is an internationally recognized certificate and we have trained facilitators in-house. <https://iswnetwork.ca/>

2. Facilitating Learning Online seminar with active creation of activities in an LMS environment – This is a creative commons open source resource that is fully adaptable to our learners needs. It can be refined after the pilot project (One of my team is a trained facilitator) <https://campus.ca/FLO>). instructional design in on-line or blended courses (6 hours)

3. Best and preferred practices of assessment and evaluation, MY-U course (3 hours).

4. Universal design for learning principles, low bandwidth alternatives MY-U workshop (3 hours)

5. How to adapt a syllabus for UDL workshop with the Academic Resource Centre (3 hours)

6. Student engagement techniques in technology workshop (6 hours) this is an in-house workshop created by faculty and Instructional designers that runs over three weeks.

Follow up: Other ideas include blended learning community of practice, SOTL research groups. A suggestion to senate can be made to make this training part of a new faculty contract. It can be completed over two years as part of the orientation process.

Completion: A festival of teaching celebration and recognition at Senate upon completion of this certificate would be part of the mobilization phase of the Change Path Model.

Appendix D: Summary of Hall's Level of Concern

- VI** Renewal- The user is seeking more effective alternatives to the established use of the innovation.
 Decision Point F – Begins exploring alternatives to or major modifications of the innovation presently in use.
- V** Integration- The user is making deliberate efforts to coordinate with others in using the innovation.
 Decision Point E – Initiates changes in use of the innovation for benefit of clients based on input from and in coordination with colleagues.
- IVB** Refinement- The user is making changes to increase outcomes.
 Decision Point D-2 – Changes use of the innovation to increase client outcomes based on formal or informal evaluation
- IVA** Routine- The user is making few or no changes and has an established pattern of use.
 Decision Point D-1 – Establishes a routine pattern of use
- III** Mechanical Use The user is using the innovation in a poorly coordinated manner and is making user oriented changes.
 Decision Point C – Makes user-oriented changes
- II** Preparation- The person is preparing to use the innovation for the first time.
 Decision Point B – Makes a decision to use the innovation by establishing a time to begin.
- I** Orientation- The person is seeking out information about the innovation.
 Decision Point A– Takes action to learn more detailed information about the innovation.
- 0** Non use -No action is being taken with respect to the innovation.

As exhibited here, the level of concern begins at 0, *non use* and rises to VI, *renewal*. This specrum allows for assessment and guidance to the next stage to assist in understanding change processes that was used in the assessment of the support groups.

Hall, G. E. (2013). Evaluating change processes: Assessing extent of implementation (constructs, methods and implications). *Journal of Educational Administration*, 51(3), 264–289. doi/10.1108/09578231311311474, p 270. Copyright 2013 Emerald Publishing Group. Reprinted with Permission.

Appendix E: Chart of Proposed Outcomes

Chart of proposed outcomes for implementation plan by date and stage developed by using Cawsey's Change Path Model by the author.

Cawsey, T, Deszca, G, Ingols, C. (2016). *Organizational change: An action-oriented toolkit*. Los Angeles: Sage Publications, Inc. doi/10.4324/9780203085950

Goal	Begin	Complete	Measurements	Cawsey et. al 2016 Stage
Inform Dean's Council of initiative	May 2020	May 2020	Meeting and feedback Approval for pilot project	Awakening
Pilot Project: Present at Arts Faculty Council	May 2020	June 2020	Faculty approve to undertake suggestion with 3-5 members	Awakening
Regional managers, support ring of services input	June 2020	December 2020	1. Creation of course codes 2. advertising to students for these courses 3. students supports engaged and FAQ's devised	Mobilization
Teach workshops, professional development	June 2020	December 2020	Work with 3-5 faculty members to increase blended learning methods -CT to have kits ready for instructors use (cameras and mikes)	Mobilization

Develop course plans, Research funding used	June 2020	December 2020	Faculty members to begin revising courses with hired student	Mobilization
Have DL courses ready to be scheduled and workload to teach them assigned by Dean	October	Dec 2020	Courses ready to be scheduled , can start in May 2021 but fall and winter semester more likely	Mobilization
Festival of Teaching in Senate	March-April 2021	May 2021	Celebrate the success or errors learned	Acceleration
Impact registrations in Regions	April 2021	No end date	New course designs open for student registration Feedback from regional managers	Pre-institutionalization
Scale the project to another faculty	May 2021	ongoing	Partner with the professional schools to increase and enhance their DT	Institutionalization
Degree completion in regions	ongoing	May 2022	Regional Convocations increased in conferring degrees	Institutionalization

Appendix F: Gantt Chart for Change Plan

Gantt Chart for change plan timelines for OIP

Goal	Begin	Complete	May'20	June	Sept	Oct	Nov	Dec	Jan/May 21
1. Inform Dean's Council of initiative	May-20	May-20							
2. Pilot Project: Present at Faculty Council	May-20	Jun-20							
3. Regional managers, support ring of services input	Jun-20	Dec-20							
4. Teach workshops, professional development	Jun-20	Dec-20							
5. Develop course plans, Research funding used	Jun-20	Dec-20							
6. Have DL courses ready to be scheduled and workload to teach them assigned by Dean	October	Dec-20							
7. Festival of Teaching	Mar Apr 2021	May-21							
8. Impact registrations in Regions	Apr-21	No end date							

9. Scale the project to another faculty	May-21	ongoing							
10. Degree completion in regions	ongoing	May-22							